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ABSTRACT

This is the third volume of a three volume final report for the Health/Education Telecommunications Experiment. This volume is a continuation of the appendix, and it includes communications that took place between the contractor, the office of the Governor of Alaska, and the Department of Health, Education, and Welfare in Washington, D.C. The communications document the objectives of the program and the completion dates for both the facility construction and the development of the instructional programs to be broadcast. (EMH)

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ALASKA ATS-6
HEALTH/EDUCATION TELECOMMUNICATIONS
EXPERIMENT

ALASKA EDUCATION EXPERIMENT

FINAL REPORT

VOLUME III
APPENDICES F THROUGH J

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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September 30, 1975

IR 002 694

2/3

August 9, 1973

Lawrence P. Grayson
Task Force on Technology
and Productivity
HEW, National Institute of
Education, Code 600
Washington, D.C. 20202

Dear Larry:

In response to your request of August 1, I hereby express my satisfaction with the proposed satellite transmission schedule as developed by Al Whalen. I am delighted to see that almost all requests we have made of Al appear in the present document.

I note with some interest that the first mention of Alaska transmissions occurs at T + 63 (week beginning 11 June 1974). Is that a date of which I can be confident? That is, will no transmissions or receptions be expected in Alaska prior to that date? That late a beginning for Alaska reception or transmission might give us more time to finish installation of the remote sites. I have no doubt that most of our installation work can still be accomplished before freeze-up. All of the work can be accomplished, as I have said earlier in a letter to Al Horley, if we disregard increased costs due to weather. The advantage of having some time in the early spring to complete installation, however, is worth considering.

Please call on me if you need additional information or input on the schedule.

Cordially,

Charles M. Northrip
Satellite Experiment
Coordinator
Office of Telecommunications

CMN:kh

September 18, 1973

Dr. Lawrence P. Grayson
Task Force on Technology & Productivity
National Institute of Education, Code 600
1717 H Street, NW
Washington, D.C. 20016

Dear Larry:

During our recent visit to Washington, Chuck Buck and I discovered a distressing fact about the current ATS-F time schedule. I would like with this letter to begin an official request for a schedule change.

When you wrote to me on August 1, enclosing Al Whalen's latest (at that time) suggested schedules, you indicated that if I had any problems with those I should let you know immediately, or otherwise be prepared to live with the schedules as enclosed. As you will recall, I replied on August 9, that the schedules as submitted to me met with our approval.

It was not until Friday, September 7, that I learned (through materials sent to Ted McIntire by Al Whalen) that the time schedule had been changed from the one you sent to me on August 1, and that at least one half-hour of Alaska time had been deleted. That half-hour was to have been scheduled from 2115 to 2145 GMT (4:15 to 4:45 Alaska Time) on Thursday for early childhood education. It would have appeared on Al Whalen's earlier schedules as teacher training time.

It seems to me that I should have been informed of any changes made after I approved the draft schedule sent to me on August 1. Since I was not given that opportunity, I must now request formally that that time be added. The justification I offer for adding the time is that the 30 minutes is the only time available for the Alaska project to devote to the early childhood component, which is one third of the instructional programming we envision providing through the satellite. Without that half-hour, I see no way of providing the early childhood component, which is a vital one in our experimental programming, so far as the Alaska Department of Education is concerned.

Please let me know if there is anything further I need to provide in order to advance this request. I am providing copies of this letter to Al Horley and Al Whalen, as well as Al Finer (since I think he should be informed of Alaska time requests in the education component, just as I feel I should be informed of any time change requests from a health point of view in Alaska). Since I do not have any explicit instructions as to how this request should be made, I want to make sure that all parties are informed of my request as soon as possible.

I would only reiterate that this request would be unnecessary, had I been informed prior to a hard and fast decision being made on the time schedule. I hope that the soon to be established FAX network will keep future incidents of this kind from happening.

Cordially,

Charles M. Northrip
Satellite Experiment Coordinator
Office of Telecommunications

CMN/lp
cc: Al Horley
Al Whalen
Al Finer
Marshall Lind, Commissioner of Education
C.L. Buck

February 7, 1974

Dr. Lawrence P. Grayson
Task Force on Technology
& Productivity
National Institute of Education
Code 600
Washington, D.C. 20202

Dear Larry:

I have still received no formal word on the status of my request made to you on September 18, that 30 minutes on Thursday be added to the present transmission schedule for Early Childhood Education in Alaska. Your letter of October 9 indicated that you would request the time following the NIE Alaska site review. Subsequent conversations with you indicated that you felt the time still had not been added.

I need a formal statement as to whether or not that half-hour on Thursday for Early Childhood Education can be added to the Alaska schedule. If it cannot, I would like to explore the possibility of moving Early Childhood Education to one of the morning half-hours, or deleting one of the morning half-hours in order to place the program at the Thursday afternoon time.

Cordially,

Charles M. Northrip
Satellite Experiment
Coordinator
Office of Telecommunications

Proposed ALASKA ATS-6 Transmission Schedule. (Shaded areas = Pointing)

ALASKA DAYLIGHT TIME	PACIFIC DAYLIGHT TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:30am	9:30am		WAMI (NPR)		WAMI (NPR)	
8:00	10:00					
8:30	10:30					
9:00	11:00					
9:30	11:30					
10:00	12:00n					
10:30	12:30pm	H.E. (NPR/PBS)				H.E. (NPR/PBS)
11:00	1:00	ECE (NPR/PBS)				BOLD (NPR/PBS)
11:30	1:30	Indian Health Svc. (NPR/PBS)		Indian Health Svc. (NPR/PBS)		Indian Health Svc. (NPR/PBS)
12:00n	2:00					
12:30pm	2:30pm					
2:00pm	4:00pm					
2:30	4:30				Exper. of Opty. (NPR/PBS)	
3:00	5:00					
3:30	5:30				ECE (NPR/PBS)	
4:00	6:00				TIST (NPR/PBS	
4:30pm	6:30pm					
6:30pm	8:30pm					
7:00	9:00		VDP-Ak. Native Mag. (NPR/PBS)			
7:30	9:30					
8:00pm	10:00pm					

PLANNED ALASKA ATS-F TRANSMISSION SCHEDULE

Alaska Daylight Time

May 1974

Monday	10:30 - 11:00 AM	Health Education
	11:00 - 11:25 AM	Basic Oral Language Development
Tuesday	7:00 - 8:00 PM	Viewer Defined Programming
Wednesday	No Transmission	
Thursday	2:35 - 3:15 PM	Experiments of Opportunity
	3:15 - 3:45 PM	Early Childhood Education
	3:45 - 4:15 PM	Teacher In-Service Training
Friday	10:30 - 11:00 AM	Health Education
	11:00 - 11:25 AM	Basic Oral Language Development

Health Education: A series of programs about health needs and problems in Alaska. Half of the programs will be produced in Alaska and half will be produced "outside." It will be aimed at grades 1-6.

Basic Oral Language Development: This series will try to teach English as a second language to village youngsters in grades 1-3.

Viewer Defined Programming: The "Alaska Native Magazine" will be produced in Alaska both in studio and on location around the State. The program will cover subjects suggested by the people who watch it.

Experiments of Opportunity: This time will be available for experiments by agencies and entities that need to see if satellites can meet their educational or communications needs.

Early Childhood Education: Designed for pre-school children (ages 3-4), these Alaska produced programs will show rural children various different Alaska lifestyles and help prepare them for school learning experiences.

Teacher In-Service Training: These programs are designed to provide continuing educational experiences to bush teachers who find it difficult to travel to urban educational centers during the school year for formal training.

March 29, 1974

Dr. Lawrence Pl Grayson
Task Force on Technology
and Production
Nat'l Institute of Education
Code 600
Washington, D.C. 20202

Dear Larry:

Thanks for your letter of March 4, giving me the "informal" word that the launch of ATS-F will be delayed. until the last week of May or the first week of June. About two days before the arrival of your letter Earl Henderson, who was here on another matter, indicated the possibility of the delay.

If the delay is only until the first of June, I see no immediate consequences to the Alaska ATS-F Program. Our only real constraint is that instructional programs must be available to Alaska classrooms by early September. Any delay up to that point is acceptable. Any delay which results in full operational capability for the ATS-F prior to the first of September is, therefore, not a problem to us.

Thanks for the fast notification. I'll let you know if other considerations are affected by the projected launch slippage.

Cordially,

Charlie

Charles M. Northrip
Satellite Experiment
Coordinator
Office of Telecommunications

RECD OCT 31 1974

To: KUAC Programming
Traffic
Engineering
ATS-6 Staff

From: Paul Hartman

Date: 28 October 1974

Re: ATS-6 Transmission Schedule Revision

There seem to be more revisions than originals in this Project. In an effort to save paper and sanity, future revisions will be issued for approximately one month at a time. Please find the new, improved (?) transmission schedule for ATS-6 programming for the month of October/November. December's schedule will be issued on the 25th of November.

For those of you who'll need tape numbers in working with this schedule, space has been provided — no numbers are available to me as I write this. ALSO: Remember that HE (Health Ed) Odd-Numbered-Programs (Right On!s) begin on schedule, whereas Even-Numbered-Programs begin after an introduction by Juneau.

ay	Date	Time (AST)	Series	Program No.	Tape No. (length)
ON	10-28	10:30 am	HE	7	
"	"	11:00 am	BOLD	4	
UES	10-29	7:00 pm	ANM	4	
HURS	10-31	2:45 pm	HE	8 (departure from normal to regain time)	
RI	11-1	10:30 am	HE	9	
"	"	11:00 am	BOLD	4 (repeat)	
ON	11-4	10:30 am	HE	10	
"	"	11:00 am	BOLD	5	
UES	11-5	7:00 pm	ANM	5	
HURS	11-7	no programming from Fairbanks — State Library & Teacher Training			
RI	11-8	10:30 am	HE	11	
"	"	11:00 am	BOLD	5 (repeat)	
ON	11-11	10:30 am	HE	12	
"	"	11:00 am	BOLD	6	
UES	11-12	7:00 pm	ANM	6	
HURS	11-14	2:45 pm	HE	13 (departure: still regaining schedule)	
RI	11-15	10:30 am	HE	14	
"	"	11:00 am	BOLD	6 (repeat)	
ON	11-18	10:30 am	HE	15	
"	"	11:00 am	BOLD	7	
UES	11-19	7:00 pm	ANM	7	
HURS	11-21	no programming from Fairbanks — Lib. & T.T. from Juneau again			
RI	11-22	10:30 am	HE	16	
"	"	11:00 am	BOLD	7 (repeat)	
ON	11-25	10:30 am	HE	17	
"	"	11:00 am	BOLD	8	
UES	11-26	7:00 pm	ANM	8	

****No further transmissions from Fairbanks until December 2, due to Thanksgiving

MEMORANDUM State of Alaska

TO: Marilou Madden, Martha Stevens, Sheila Furer, Erik Eckholm, Elaine Mitchel, and OT staff & crew

DATE: February 4, 1975

FILE NO:

TELEPHONE NO:

FROM: Dave Hammock
Program Assistant
Office of Telecommunications

SUBJECT: New schedule for Thursday broadcast block.

In order to make room for "Politalk," a new show on legislature activities, new starting times for CLT and TIST have been assigned as follows:

CLT will begin at 5:10/3 10 and end at 5:40/3:40 every other week.

Politalk will begin at 5:45/3:45 and end at 6:15/4:15.

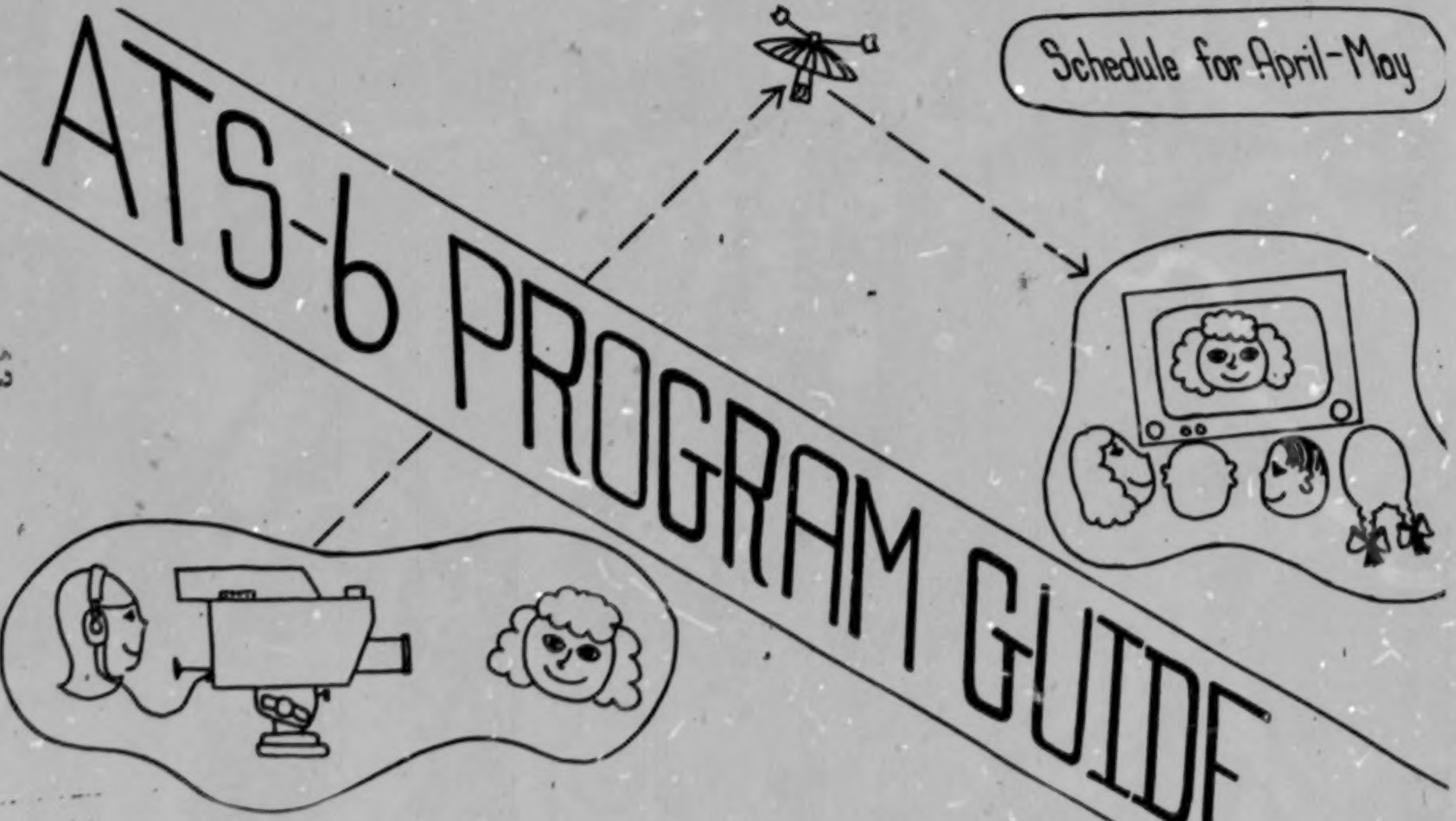
TIST will begin at 6:15/4:15 and end at 6:45/4:45.

On short Thursdays (every third one), TIST will begin at 6:15/4:15 and end at 6:35/4:35.

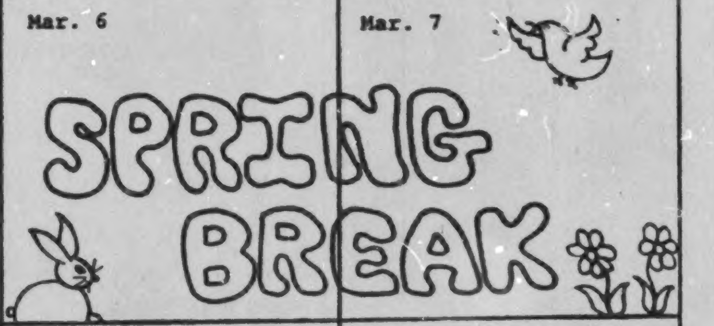
If you think this is thoroughly incomprehensible, just wait until we go to daylight savings time!

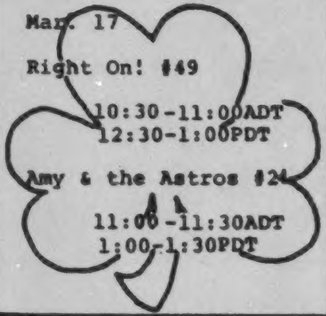
ATS-6 PROGRAM GUIDE

Schedule for April-May



Alaska's Health/Education Telecommunications Experiment

MON	TUES	WED	THURS	FRI
Feb. 24 Right On! #43 10:30-11:00ADT 12:30- 1:00PDT Amy & the Astros #21 11:00-11:30ADT 1:00-1:30PDT	Feb. 25 Alaska Native Magazine #20 7:00-8:00ADT 9:00-10:00PDT	Feb. 26 Fish & Game #7 11:00-11:30ADT 1:00-1:30PDT	Feb. 27 Community Library Training #12 3:10-3:40ADT 5:10-5:40PDT Politalk #4 3:45-4:15ADT 5:45-6:15PDT Tell & Show #19 4:15-4:45ADT 6:15-6:45PDT	Feb. 28 Health Film #44 10:30-11:00 ADT 12:30-1:00 PDT Amy & the Astros #21 Rpt 11:00 -11:30ADT 1:00 - 1:30PDT
Mar. 3 Right On! #45 10:30-11:00ADT 12:30-1:00PDT Amy & the Astros #22 11:00-11:30ADT 1:00-1:30PDT	Mar. 4 Alaska Native Magazine #21 7:00-8:00ADT 9:00-10:00PDT	Mar. 5 Health Film #46 11:00-11:30ADT 1:00-1:30PDT	Mar. 6 	Mar. 7
Mar. 10 Right On! #47 10:30-11:00ADT 12:30-1:00PDT Amy & the Astros #23 11:00-11:30ADT 1:00-1:30PDT	Mar. 11 Alaska Native Magazine #22 7:00-8:00ADT 9:00-10:00PDT	Mar. 12 Fish & Game #8 11:00-11:30ADT 1:00-1:30PDT	Mar. 13 Community Library Training #13 3:10-3:40ADT 5:10-5:40PDT Politalk #5 3:45-4:15ADT 5:45-6:15PDT Tell & Show #20 4:15-4:35ADT	Mar. 14 Health Film #48 10:30-11:00ADT 12:30-1:00PDT Amy & the Astros #23Rpt 11:00-11:30ADT 1:00-1:30PDT

MON	TUES	WED	THURS	FRI
 Mar. 17 Right On! #49 10:30-11:00ADT 12:30-1:00PDT Amy & the Astros #24 11:00-11:30ADT 1:00-1:30PDT	Mar. 18 Alaska Native Magazine #23 7:00-8:00ADT 9:00-10:00PDT	Mar. 19 To Be Announced 11:00-11:30ADT 1:00-1:30PDT	Mar. 20 Politalk #6 3:45-4:15ADT 5:45-6:15PDT Tell & Show #21 4:15-4:45ADT 6:15-6:45PDT	Mar. 21 Health Film #50 10:30-11:00ADT 12:30-1:00PDT Amy & the Astros #24 Rpt. 11:00-11:30ADT 1:00-1:30PDT
Mar. 24 Right On! #51 10:30-11:00ADT 12:30-1:00PDT Amy & the Astros #25 11:00-11:30ADT 12:30-1:00PDT	Mar. 25 Alaska Native Magazine #24 7:00- 8:00ADT 9:00-10:00PDT	Mar. 26 To Be Announced 11:00-11:30ADT 1:00-1:30PDT	Mar. 27 Community Library Training #14 3:10-3:40ADT 5:10-5:40PDT Politalk #7 3:45-4:15ADT 5:45-6:15PDT Tell & Show #22 4:15-4:45ADT 6:15-6:45PDT	Mar. 28 Health Film #52 10:30-11:00ADT 12:30-1:00PDT Amy & the Astros #25 Rpt. 11:00-11:30ADT 1:00-1:30PDT
Mar. 31 Right On! #53 10:30-11:00ADT 12:30-1:00PDT Amy & the Astros #26 11:00-11:30ADT 1:00-1:30PDT	April 1 Alaska Native Magazine #25 7:00-8:00ADT 9:00-10:00PDT	April 2 To Be Announced 11:00-11:30ADT 1:00-1:30PDT	April 3 Politalk #8 3:45 - 4:15ADT 5:45- 6:15PDT Tell & Show #23 4:15-4:35ADT 6:15-6:35PDT	April 4 Health Film #54 10:30-11:00ADT 12:30-1:00PDT Amy & the Astros #26 Rpt. 11:00-11:30ADT 1:00-1:30PDT

MON	TUES	WED	THURS	FRI
April 7 Right On! #55 10:30-11:00 ADT 12:30-1:00 PDT Amy & the Astros #27 11:00-11:30 ADT 1:00- 1:30 PDT	April 8 Alaska Native Magazine #26 7:00-8:00 ADT 9:00-10:00 PDT	April 9 To Be Announced 11:00-11:30 ADT 1:00- 1:30 PDT	April 10 Community Library Training #15 3:10-3:40 ADT 5:10-5:40 PDT Politalk #9 3:45-4:15 ADT 5:45-6:15 PDT Tell & Show #24 4:15-4:45 ADT 6:15-6:45 PDT	April 11 Health Film #56 10:30-11:00 ADT 12:30-1:00 PDT Amy & the Astros #27 Rpt. 11:00-11:30 ADT 1:00- 1:30 PDT
April 14 Right On! #57 10:30-11:00 ADT 12:30- 1:00 PDT Amy & the Astros #28 11:00-11:30 ADT 1:00- 1:30 PDT	April 15 Alaska Native Magazine #27 7:00-8:00 ADT 9:00-10:00 PDT	April 16 To Be Announced 11:00-11:30 ADT 1:00- 1:30 PDT	April 17 Politalk #10 3:45-4:15 ADT 5:45-6:15 PDT Tell & Show #25 4:15-4:45 ADT 6:15-6:45 PDT	April 18 Health Film #58 10:30-11:00 ADT 12:30- 1:00 PDT Amy & the Astros #28 Rpt. 11:00-11:30 ADT 1:00- 1:30 PDT
April 21 Right On! #59 10:30-11:00 ADT 12:30- 1:00 PDT Amy & the Astros #29 11:00-11:30 ADT 1:00- 1:30 PDT	April 22 Alaska Native Magazine #28 7:00-8:00 ADT 9:00-10:00 PDT	April 23 To Be Announced 11:00-11:30 ADT 1:00- 1:30 PDT	April 24 Community Library Training #16 3:10-3:40 ADT 5:10-5:40 PDT Politalk #11 3:45-4:15 ADT 5:45-6:15 PDT Tell & Show #26 4:15-4:35 ADT	April 25 Health Film #60 10:30-11:00 ADT 12:30- 1:00 PDT Amy & the Astros #29 Rpt. 11:00-11:30 ADT 1:00- 1:30 PDT

MON	TUES	WED	THURS	FRI
April 28 Right On! #61 10:30-11:00 ADT 12:30- 1:00 PDT Amy & the Astros #30 11:00-11:30 ADT 1:00- 1:30 PDT	April 29 Alaska Native Magazine #29 7:00-8:00 ADT 9:00-10:00 PDT	April 30 To Be Announced 11:00-11:30 ADT 1:00- 1:30 PDT	May 1 Politalk #12 3:45-4:15 ADT 5:45-6:15 PDT Tell & Show #27 4:15-4:45 ADT 6:15-6:45 PDT	May 2 Health Film #62 10:30-11:00 ADT 12:30- 1:00 PDT Amy & the Astros #30 Rpt. 11:00-11:30 ADT 1:00- 1:30 PDT
May 5 Right On! #63 10:30-11:00 ADT 12:30- 1:00 PDT Amy & the Astros #31 11:00-11:30 ADT 1:00- 1:30 PDT	May 6 Alaska Native Magazine #30 7:00-8:00 ADT 9:00-10:00 PDT	May 7 To Be Announced 11:00-11:30 ADT 1:00- 1:30 PDT	May 8 Community Library Training #17 3:10-3:40 ADT 5:10-5:40 PDT Politalk #13 3:45-4:15 ADT 5:45-6:15 PDT Tell & Show #28 4:15-4:45 ADT 6:15-6:45 PDT	May 9 Health Film #64 10:30-11:00 ADT 12:30- 1:00 PDT Amy & the Astros #31 Rpt. 11:00-11:30 AST 1:00- 1:30 PST
May 12' Amy & the Astros #32 10:30-11:00 ADT 12:30- 1:00 PDT NEW TIME	May 13 Alaska Native Magazine #31 7:00-8:30 ADT 9:00-10:30 PDT	May 14	May 15 ATS-6 RELOCATED	

ATS-6

HEALTH/EDUCATION TELECOMMUNICATIONS EXPERIMENT

PROGRAM BROADCAST LOG

September 1974 - May 1975

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
September 2 TEST	September 3 TEST	September 4	September 5 TEST	September 6 TEST
September 9 TEST	September 10 TEST	September 11	September 12 TEST	September 13 TEST
September 16 TEST	September 17 TEST	September 18	September 18 TEST	September 20 Schedule Announcements TEST
September 23 Schedule Announcements	September 24 Alaska Native Magazine Orientation DemoHET Broadcast	September 25	September 26 Operator Training	September 27 Right On Orientation Amy & the Astros Orientation
September 30 TEST	October 1 TEST	October 2	October 3 Operator Training	October 4 Schedule Announcements

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
October 7	October 8	October 9	October 10	October 11
Right On #1 Amy & the Astros #1	Alaska Native Magazine #1		Community Library Training #1 Tell & Show #1	Health Film #2 Amy & the Astros #1 Rpt.
October 14	October 15	October 16	October 17	October 18
Right On #3 Amy & the Astros #2	Alaska Native Magazine #2		Tell & Show #2	Health Film #4 Amy & the Astros #2 Rpt.
October 21	October 22	October 23	October 24	October 25
Right On #5 Amy & the Astros #3	Alaska Native Magazine #3		Community Library Training #2 Tell & Show #3	Health Film #6 Amy & the Astros #3 Rpt.
October 28	October 29	October 30	October 31	November 1
Right On #7 Amy & the Astros #4	Alaska Native Magazine #4		Tell & Show #4	Health Film #8 Amy & the Astros #4 Rpt.
November 4	November 5	November 6	November 7	November 8
Right On #11 Amy & the Astros #5	Alaska Native Magazine #5		Community Library Training #3 Tell & Show #5	Health Film #12 Amy & the Astros #5 Rpt.
November 11	November 12	November 13	November 14	November 15
Right On #9 Amy & the Astros #6	Alaska Native Magazine #6		Tell & Show #6	Health Film #10 Amy & the Astros #6 Rpt.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
November 18 Right On #13 Amy & the Astros #7	November 19 Alaska Native Magazine #7	November 20	November 21 Community Library Training #4 Tell & Show #7	November 22 Health Film #14 Amy & the Astros #7 Rpt.
November 25 Right On #15 Amy & the Astros #8	November 26 Alaska Native Magazine #8	November 27	November 28	November 29
December 2 Right On #16 Amy & the Astros #9	December 3 Alaska Native Magazine #9	December 4	December 5 Community Library Training #5 Tell & Show #8	December 6 Health Film #17 Amy & the Astros #9 Rpt.
December 9 Right On #18 Amy & the Astros #10	December 10 Alaska Native Magazine #10	December 11 Right On #19	December 12 Film #1 Tell & Show #9	December 13 Right On #21 Amy & the Astros #10 Rpt.
December 16 Right On #23 Amy & the Astros #11	December 17 Alaska Native Magazine #11	December 18 Film #1 Rpt.	December 19 Community Library Training #6 Tell & Show #10	December 20 Health Film #24 Amy & the Astros #12
December 23 Christmas Special	December 24 Alaska Native Magazine #12	December 25	December 26 Christmas Special	December 27 Christmas Special

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
December 30	December 31	January 1	January 2	January 3
Christmas Special			Community Library Training #7 Tell & Show #11	Health Film #25 Amy & the Astros #13
January 6	January 7	January 8	January 9	January 10
Right On #26 Amy & the Astros #14	Alaska Native Magazine #13	Film #2	Film #2 Rpt. Tell & Show #12	Health Film #27 Amy & the Astros #14 Rpt.
January 13	January 14	January 15	January 16	January 17
Right On #28 Amy & the Astros #15	Alaska Native Magazine #14	Right On #29	Community Library Training #8 Tell & Show #13	Health Film #30 Amy & the Astros #15 Rp State Of Union Special
January 20	January 21	January 22	January 23	January 24
Right On #31 Amy & the Astros #16	Alaska Native Magazine #15 State of State 90 min.	Film #3	Film #3 Rpt. Tell & Show #14 Budget Special 90 min.	Health Film #32 Amy & the Astros #16 Rp
January 27	January 28	January 29	January 30	January 31
Right On #33 Amy & the Astros #17	Alaska Native Magazine #16	Film #4	Community Library Training #9 Tell & Show #15	Health Film #34 Amy & the Astros #17 Rp
February 3	February 4	February 5	February 6	February 7
Right On #35 Amy & the Astros #18	Alaska Native Magazine #17	Right On #36	Politalk #1 Tell & Show #16	Health Film #37 Amy & the Astros #18 Rp

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
February 10	February 11	February 12	February 13	February 14
Right On #38 Amy & the Astros #19		Right On #39	Community Library Training #10 Politalk #2 Tell & Show #17	Health Film #4 Amy & the Astros #19 R
February 17	February 18	February 19	February 20	February 21
Right On #41 Amy & the Astros #20	Alaska Native Magazine #19	Film #5	Community Library Training #11 Politalk #3 Tell & Show #18	Health Film #4 Amy & the Astros #20 R
February 24	February 25	February 26	February 27	February 28
Right On #43 Amy & the Astros #21	Alaska Native Magazine #20	Film #6	Community Library Training #12 Politalk #4 Tell & Show #19	Health Film #4 Amy & the Astros #21 R
March 3	March 4	March 5	March 6	March 7
Right On #45 Amy & the Astros #22	Alaska Native Magazine #21	Right On #46		
March 10	March 11	March 12	March 13	March 14
Right On #47 Amy & the Astros #23	Alaska Native Magazine #22	Film #7	Community Library Training #13 Politalk #5 Tell & Show #20	Health Film #4 Amy & the Astros #23 R
March 17	March 18	March 19	March 20	March 21
Right On #49 Amy & the Astros #24	Alaska Native Magazine #23	Film #8	Politalk #6 Tell & Show #21	Health Film #5 Amy & the Astros #24 R

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
March 24	March 25	March 26	March 27	March 28
Right On #51 Amy & the Astros #25	Alaska Native Magazine #24	Film #9	Community Library Training #14 Politalk #7 Tell & Show #22 Alaska Native Magazine makeup #18	Health Film #52 Amy & the Astros #25 Rp
March 31	April 1	April 2	April 3	April 4
Right On #53 Amy & the Astros #26	Alaska Native Magazine #25	Film #10	Politalk #8 Tell & Show #23	Health Film #54 Amy & the Astros #26 Rp
April 7	April 8	April 9	April 10	April 11
Right On #55 Amy & the Astros #27	Alaska Native Magazine #26	Film #11	Community Library Training #15 Politalk #9 Tell & Show #24	Health Film #56 Amy & the Astros #27 Rp
April 14	April 15	April 16	April 17	April 18
Right On #57 Amy & the Astros #28	Alaska Native Magazine #27	Film #12	Politalk #10 Tell & Show #25	Health Film #58 Amy & the Astros #28 Rpt
April 21	April 22	April 23	April 24	April 25
Right On #59 Amy & the Astros #29	Alaska Native Magazine #28	Film #13	Community Library Training #16 Politalk #11 Tell & Show #26	Health Film #60 Amy & the Astros #29 Rpt
April 28	April 29	April 30	May 1	May 2
Right On #61 Amy & the Astros #30	Alaska Native Magazine #29	Film #14	Politalk #12 Tell & Show #27	Health Film #6 Amy & the Astros #30R

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
May 5	May 6	May 7	May 8	May 9
Right On #63 Amy & the Astros #31	Alaska Native Magazine #30	Film #15	Community Library Training #17 Politalk #13 Tell & Show #28	Health Film #6 Amy & the Astros #31 Rp
May 12	May 13	May 14	May 15	May 16
Amy & the Astros #32	Alaska Native Magazine #31 90 min.			

April 9, 1974

Mr. Phil Balazs
Office of Telecommunications Policy
Health, Education and Welfare
330 Independence Avenue, S.W.
Washington, D.C. 20201

Dear Phil:

At this time the only commitment for distribution and reception by other than educational organizations is at Petersburg. At Petersburg the local cable system operator has agreed to pick up the program at the satellite terminal at the school and deliver it to his head end by cable for re-distribution throughout the cable system. This is particularly valuable in Petersburg since the schools are completely wired for cable T.V. The service will be provided without charge.

A similar arrangement may be worked out in Valdez. In Juneau and Anchorage the programming will be made available at the earth terminal for any commercial or non-commercial cable or broadcast stations which may be interested. However, in those places no plans are being made by this office for distribution beyond the earth terminal itself.

Sincerely,

Charles M. Northrip
Satellite Experiment Coordinator
Office of Telecommunications

October 10, 1974

Dr. Lawrence P. Grayson
Program Production & Technology
National Institute of Education
Code 600
Washington, D.C. 20202

Dear Larry:

Now that Alaska Native Magazine is actually being broadcast over ATS-6, we are beginning to get requests for tape duplication of the program so that duplicates can be aired on commercial and public television stations outside the ATS-6 footprint and in classrooms via direct play back on helical recorders.

Our response thus far to these requests has been that since both NIE and CPB are providing funding for the Alaska Native Magazine program, we must have approval from both agencies before use beyond the satellite program itself can be comtemplated. We see no reason why such permission could not be granted as long as the program is carried on a sustaining basis on commercial stations.

Would you please provide me with some written statement as to NIE's position on the above matter. As soon as we hear from you and the CPB, we will then be in a position to provide direct answer to those requesting such play back privilages.

Sincerely,

C.L. Buck
Director

October 18, 1974

Dr. Lawrence P. Grayson
Program Production & Technology
National Institute of Education
Code 600
Washington, D.C. 20202

Dear Larry:

On October 10 of this year C. L. Buck wrote you requesting permission from NIE to allow for the duplication of Alaska Native Magazine programs so that they can be aired on commercial and public television stations outside the ATS-6 footprint and in classrooms via direct playback on helical recorders. A copy of that letter was telecopied to you on December 6 of this year at your request. This letter is intended to provide further justification for that request.

Many portions of the Alaska Native community live outside the ATS-6 footprint. The city of Anchorage in addition to being the largest city in the state of Alaska also has the largest Native population of any location in Alaska. Bethel, Alaska where the state's second public television station is located is the hub of a fifty village area, only a small portion of which is covered by the ATS-6 footprint.

Alaska Native Magazine has been transmitted over the ATS-6 satellite since late September. It is meeting with universal acclaim from the Native community. The Office of Telecommunications is receiving frequent requests from Native organizations for copies of programs to play at Native meetings in order to demonstrate the kinds of communications service that they feel Alaska Natives need to have on a regular and continuing basis.

Our request, therefore, for copying privilages for Alaska Native Magazines is simply to provide a wider audience for the program. It will, in our view, further encourage Alaska Natives as well as Alaska governmental sentiment for providing a continuation of this kind of service when the project concludes.

Naturally, we will insist that the programs be generated on a sustaining (non-commercial) basis and that the only charge associated with receiving copies of the program will be actual cost of the tape duplication. The Office of Telecommunications will, therefore, make no profit on the duplication of the programs and neither will any of the stations airing them.

I hope that NIE will act favorably and quickly on the above request. It is gratifying to have the program received so well by the Alaska Native community and even more gratifying to realize that plans are already being made to provide some kind of continuation of the Alaska Native Magazine type of service at the conclusion of the ATS-6 project.

Cordially,

Charles M. Northrip
Satellite Experiment Coordinator

RECD JAN - 8 1975

STATE OF ALASKA

DEPARTMENT OF EDUCATION

JAY S. HAMMOND, Governor

POUCH G — JUNEAU 99801

file

January 6, 1975

~~Ref~~

~~File / return~~

Dr. Charles Northrip
Office of Telecommunications
Pouch AC
Juneau, Alaska 99801

Dear Dr. Northrip:

This letter is to confirm discussions we have had with your staff relative to the State Library serving as the distribution center for video programs produced for the ATS-F project. These programs will have a continuing interest to individuals, schools and groups throughout Alaska. Our plan is to make them available to all Alaskans through the Alaska Library Network. They will be listed in catalogs and circulated from one or more of the three regional library centers (Juneau, Anchorage and Fairbanks). We expect to maintain one "master" of each program and to circulate copies in response to requests.

The State Library is actively developing a collection of AV materials to serve needs throughout the State. The ATS-F programs, which have been developed specifically to fill needs in Alaska will be an important addition to this collection. They will be well used I am sure. Copies of the programs could be deposited with the State Library either as they are produced and used or held in the Office of Telecommunications until the entire series is completed.

We are pleased at the consideration given the State Library as the distribution center for continued use of these materials.

Very truly yours,

Dick Engen

Richard B. Engen
Director
Alaska State Library

RBE/pc

January 9, 1974

Mr. Arron Isaac
President
Tlingit and Haida Council
Craig, Alaska 99921

Dear Mr. Isaac:

In reference to my letter of December 3, 1973, I again request the selection of a delegate to represent your community to serve on the ATS-F satellite project consumer committee. As mentioned in the previous letter, there will be three committees- Basic Oral Language Development, Interactive Health, and Early Childhood Education. Each village participating in the ATS-F satellite television experiment is to be represented by one delegate.

Transportation and per diem will be paid by this office. Therefore, it is very important for us to have the name of the representative from your village so that travel arrangements can be made.

The first consumer committee meeting will be held in Juneau, February 19-21. We hope to have all villages and towns on the ATS-F network represented at this meeting.

Please submit the name of your delegate as soon as possible.

Sincerely,

Melvin Charlie
ATS-F Utilization Manager
Office of Telecommunications

President,
McGrath Village Council
McGrath, Alaska 99627

also received attached letter:

Mr. Bergman Moses
Village Council President
Allakaket, Alaska 99720

Mr. Arlie Charlie
Mayor
City of Tanana
Tanana, Alaska 99777

Mr. Arron Isaac
President, Tlingit & Haida Council
Craig, Alaska 99921

Mr. Hank Ketzler, Sr.
President
Nenana Village Council
Nenana, Alaska 99760

Mr. Ed Haltless
President
Valdez Native Council
Valdez, Alaska 99686

Mr. Floyd Alaxander
Acting President
Minto Village Council
Minto, Alaska 99758

Mr. Larry Powell
Mayor
City of Yakutat
Yakutat, Alaska 99689

MEMORANDUM State of Alaska

TO: Charles Northrip
Satellite Experiment Coordinator

DATE: April 5, 1974

FILE NO:

TELEPHONE NO:

FROM: Rex Taylor
Educational Experiment Manager

SUBJECT: Petersburg

As you know, George Shaginaw, who was in Petersburg to install the first ATS-F antenna, called and reported to you that there was some dissatisfaction with the method of choosing the representation from the community to the consumer committee.

I called Mr. Harold Bergmann, who is the principal of the Petersburg Elementary School, on Monday, April 1. I found him very easy to talk with, and he expressed concern that this not be blown out of proportion. He just saw it as something we should be aware of and try to inform the people so that it would not become a problem. I explained to him that we are conducting an experiment--not setting up an operational system. I also explained that the representation was designed to have the communities represented by laymen, not professional educators, if at all possible, and that we had encouraged the individual representatives to report back to the school boards and to the town councils on the things that happen at the consumer committee meetings. He indicated that Victor Guthrie, who is the Petersburg representative, had not done this and maybe he did not understand it. We agreed that we would emphasize this at our next consumer committee meeting and that this might be of help.

He suggested that someone from our office come to the Petersburg school board meeting on May 14. This would be after the next consumer committee meeting, abd hopefully Victor would have had an opportunity to report back to the school board before we arrived. He also suggested that I talk to Mr. Don Schultz, Superintendent of Schools, to formally set up our attendance at that meeting. I did call Mr. Schultz the same day. He was also very cordial and indicated that we could come to the school board meeting on either April 9 or May 14. We agreed on the May 14 date, and I reiterated most of the things to him that I had discussed with Mr. Bergmann. I will plan to attend the meeting, unless you wish otherwise.

MEMORANDUM State of Alaska

TO: Charles Northrip

DATE: August 12, 1974

FILE NO:

TELEPHONE NO:

FROM: Rex Taylor
Education Experiment Manager

SUBJECT: Orientation vizit to Craig and Petersburg

Personnal involved: Ronnie Solomon, Dave Hammock, Rex Taylor

Ronnie, Dave and I flew to Ketchikan on Monday AM May 13. The weather was cool, rmainy and windy when we landed. It was so stormy that we were not able to arrange a bharter from Ketchikan to Craig until 4:00 PM. The flight was bumpy but not as bad as we had thought.

We made a presentation to the Craig school board that evening at 7:30 PM. We showed the slide series with the explanation of the project and answered their questions. They were interested and asked a few questions.

We were also asked to make a presentation to a combined meeting of the Alaska Native Sisterhood and the Alaska Native Brotherhood called to install the officers of the sisterhood. They were very interested in the slides and asked several good questions.

The next morning we visited the school and discussed the project with the teachers who will be directly involved in the programming. They spent considerable time asking questions and listening to the description of the programs.

We then proceeded to Petersbury where we made a presentation to the school board. They were very receptive, asked good questions, and did not express any dissatisfaction with their representation on the consumer committee. Our explanation that we had initially expected laymen to be appointed rather than professional educators seemed to satisfy them.

We returned to Juneau the next morning.

GOVERNOR

JUNEAU 99801

STATE OF ALASKA

OFFICE OF THE GOVERNOR

February 5, 1974

Sent to: the attached list

Dear :

The Governor's Office of Telecommunications has been informed that you have been selected as a representative from to serve on the consumer committee for the ATS-F satellite experiment project.

A meeting of all consumer committee members will be taking place later this month. The meeting will be held at the Breakwater Inn in Juneau, beginning at 1:30 p.m., Tuesday, February 19, and continuing through 4:30 p.m. on Thursday, February 21.

At the meeting the Northwest Regional Educational Laboratory will present a report on literature search results in the form of course objective alternatives for the Basic Oral Language Development, Early Childhood Development, and Health Education programs. The committees will select objectives and list them in order of priority. After the priorities have been identified, course design alternatives will be presented to the consumer committees in a workshop process which will facilitate the determination of specific subject areas, characterizations, and sequences.

For your convenience, we are enclosing your plane tickets and the accompanying itinerary. It will be possible for you to receive 50% of the estimated per diem for your entire trip upon arrival in Juneau, and the balance before you leave. Please let us know in advance if you wish to arrange your per diem payment this way. Also, a block of rooms has been reserved at the Breakwater Inn for consumer committee members, at the rate of $19 for a single or $12 per person for a twin. If you prefer to make your own hotel arrangements, please notify us of your plans.

We are looking forward to meeting you, and if you have any questions please feel free to write or call. Our phone number is 586-1260.

Sincerely,

Melvin Charlie
ATS-F Utilization Manager
Office of Telecommunications

cc:

ROLE AND RESPONSIBILITIES OF CONSUMER COMMITTEES

Purpose

It is the purpose of the Consumer Committees to review the procedures used in the development of the educational programs in Early Childhood Education, Oral Language and Health Education. The reason for this review will be to assure relevance and authenticity of any programs produced for consumption among the various cultures. The Committees will also provide advice and consultation to the program developers. Finally, the Committees will consult to reach an agreement as to the program designs before they are produced.

Representation

The Consumer Committees will be composed of approximately 9 members each representing various groups within the regions to receive the programs. The representatives were selected with the approval of local communities because they were considered to be people who have good judgment, understand the needs of their group, and are able to give good consultation to the design staff on the basis of their own understandings, knowledges and judgments. In other words, the Consumer Committees are composed of representative people who are able to speak as individuals and whose judgments will be important to the development of good programs.

There will be Consumer Committees in the following three areas.

Committee #1	Early Childhood Education
Committee #2	Oral Language Development
Committee #3	Health Education

Meetings

The meetings of the Consumer Committees will be called by the Office of Telecommunications in Juneau. The Consumer Committees will meet approximately six times as follows: February, April, May, August, October and December. Extra meetings may be called by the Office of Telecommunications, if necessary, on a two week notice or meetings may be cancelled, also on a two week notice. Meetings will usually be held in either Juneau or Anchorage or the Studio of KUAC in Fairbanks. The agenda of the meetings will consist of any of the following:

1. Determining procedures and policies for the operation of the Committees
2. Reviewing program alternatives
3. Reviewing preliminary program designs
4. Reviewing of final program designs

Attendance

If members know they will miss a meeting, they may designate a representative to attend the meeting in their place, if this is done with the prior approval of the Office of Telecommunications. If a person misses three meetings in a row, the Committee shall make a recommendation about whether or not this person should be replaced. All representatives are strongly encouraged to attend all meetings personally to insure continuity of input.

Quorum

When a majority of a Consumer Committee or designated representative are present, it shall constitute a quorum and have authority to authorize program design for the entire Committee.

POLICY #1

Purposes of the Program

It shall be the policy of the Consumer Committees to assure that the purposes of the program are in keeping with their understandings of the needs and desires of the local communities and schools which will use the programs.

Procedures

1. The design staff will discuss various alternatives.
2. The Committees will review these alternatives and make suggestions regarding those that seem to be most feasible and desirable.
3. The design staff will then design preliminary programs according to the conceptual outcomes of the alternatives which have been suggested and approved by the Committees.
4. The design staff will then prepare the final design in accordance with the Committees' suggestions and recommendations.

POLICY #2

The Content of the Programs

It shall be the policy of the Consumer Committees to assure that the programs are bicultural in nature; and that the content is supportive of the local, broader culture and brings new and needed supplementary educational experiences into the school and the community.

Procedures

1. The design staff will recommend broad areas of content to be included in the programs.

2. The Committees will review these broad areas and make recommendations and suggestions about how their suggestions can be designed into the programs.

3. The Committees will also recommend ways in which the programs can be made most relevant to their culture, their communities and their schools.

4. The design teams will then use the suggestions to prepare their preliminary and final designs.

POLICY #3

Consultation

The policy of the Consumer Committees shall be to provide consultation to the design staff.

Procedures

1. The design teams will bring various suggestions to the Consumer Committees about which they need advice and suggestions.

2. The Consumer Committee members will provide advice and suggestions requested, and any other suggestions which they feel are warrante~~e~~d.

3. The design teams will then use this consultation in the preparation of their preliminary and final designs.

POLICY #4

Communications

It shall be the policy of the Consumer Committees to assist in interpreting the satellite project to their ~~committees~~ communities and to other groups with which they have association.

Procedures

1. The Consumer Committee members will discuss the programs and their purposes with the local teacher and local community members in order to

(Procedures continued)

interpret the purposes to those individuals.

2. The Consumer Committees will also assist in gathering additional information when requested to do so from the local teachers and from community members when this additional information is needed by the design staff.

BASIC ORAL LANGUAGE DEVELOPMENT COMMITTEE

NAME	VILLAGE/AGENCY
(1) John Shively	AFN
(2) Sandra Knapp	SOS
(3) Harry A. Swanke	Juneau School
(4) Dora Esai	Nikolai
(5) Sandra Chamberlain, Chairwoman	Mc Grath
(6) Chris Burgess	Yakutat
(7) Gabriel Pitka	Chuathbaluk
(8) JoAnn Grimalde	Galena
(9) Richard Ketzler Sr.	Nenana
(10)	

EARLY CHILDHOOD DEVELOPMENT COMMITTEE

NAME	VILLAGE/AGENCY
(1) Joyce Roberts	Tanana
(2) Vivian James	Angoon
(3) John Giarner	Anchorage (SOS-ATS II)
(4) Catherine Berry	Valdez (School)
(5) Dave Watson	Fairbanks (School)
(6) Neil Rosenthal	Craig (School)
(7) Marilou Madden	Juneau, Dept. of Education
(8) Kenneth Charlie	Minto
~~(9)~~	
~~(10)~~	

HEALTH EDUCATION COMMITTEE

NAME	VILLAGE/AGENCY
(1) Victor Guthrie	Petersburg
(2) William Morgan	Aniak
(3) Ron Solomon, Chairman	Ft. Yukon
(4) Joe Notaro	AFN-Health Division
(5) Anna Smith	Anchorage/SOS
(6) Stella Hamilton	Allakaket
(7) Barbara Seidl	Anchorage/District Schools
(8) Carl Jack	AFN - Health Affairs
(9) Gloria Way	Alaska Div. of Public Health
(10) Mary Mellick	Sleetmute

February 27, 1974

Mr. Cecil Barns, President
Chugach Native Corporation
912 East 15th
Anchorage, Alaska 99501

Dear Cecil:

The Governor's Office of Telecommunications under a grant from the National Institute for Education is undertaking a project most commonly known as the ATS-F Health/Education Telecommunication Experiment. Nineteen communities will have small earth stations installed which will receive high quality television and provide two-way voice communications to other stations in the system.

Although the Chugach Native Association area has only one village participating in the project, which is Valdez, we feel that it is very important that your corporation is directly involved.

One important segment of the experiment is the Viewer Defined Program entitled "Alaska Native Magazine". It will be presented in several Native languages, and four audio channels will be employed for the language. This experiment will be designed and managed by Alaskan Natives preferably from the four Regional Corporations. Chugach Native Corporation, Doyon Ltd, Chalista Corporation, and SeaAlaska Corporation. A committee from these four corporations will serve as the initial content determining body for what type Native concerns will be produced and broadcast.

Each week there will be 30 minutes of video tape and in-studio production featuring Natives and their concerns such as: Alaska Native Land Claims Settlement Act, Land Use Planning, Health and Social Services, Housing, Water and Sewer Sanitation Systems. The committee will determine what programs will have priority. After the 30 minutes of T.V. programs another 30 minutes will be used for question and answer sessions.

Hopefully we will have the committee selected by April 1, 1974. We will be meeting with you or your staff members to more fully explain the program.

The University of Alaska KUAC station will hire a Native host to work with the committee. We hope that you would start thinking of someone who can serve on the committee who is knowledgable of Native Affairs particularly in rural communities. The committee may possibly meet every two weeks for a 3 to 4 month period. We will handle all transportation and per diem. Meetings will be held in either Juneau, Anchorage, or Fairbanks.

If you have questions please feel free to write.

With kind regards.

Sincerely yours,

Melvin Charlie

Melvin Charlie
ATS-F Utilization Manager
Office of Telecommunications

ALASKA NATIVE MAGAZINE CONSUMER COMMITTEE

September 1974

Archie Gottschalk	Chugach Native Association
Doris Williams (Betty Katchatag - alternate)	Cook Inlet Native Association
Fred Notti	Calista Corporation
Martin Strand	Sealaska Corporation
Melvin Charlie	Tanana Chiefs Conference
Ron Mallot	Alaska Federation of Natives

December 17, 1974

Paul Hartman, Director
KUAC TV
University of Alaska
Fairbanks, Alaska

Dear Paul:

In response to your letter of December 12, 1974 in which you state that I agreed to have the Consumer Committee provide the staff with 14 topics for future programs, I have the following comments:

1. In July when we first met the committee picked 17 topics, from this 6 were chosen to lead off the series. At that time it was agreed that the future programs would be picked from the remaining 11.

2. At our meeting in November I specifically directed the Native Magazine staff to start gathering materials for the programs that were not picked from the original 17. It was agreed upon by the committe that eventually these topics would be used as programs.

3. I donnot feel that the committee can pick 14 topics in the short time allotted to them at this meeting and effectively plan program content, objectives etc.

The proposals in your letter, in my opinion,would result in a token committee. Rather than have that happen I would disband the committee, if they didn't quit first, and chalk up the Native involvement as another one of those nice but meaningless phrases that are put into project summaries.

I can readily understand the problems you are having airing weekly programs while maintaining your professional standard in spite of budget cuts. However,please do not loose sight of the fact that the Alaska Native Magazine is designed for Natives and should be managed by Natives.

The program is going along well but I think it would be a mistake to assume that we are doing the best we can and let it go at that. There are some problems that I wanted discussed at this meeting, unfortunately a village corporation meeting precluded any possibilities of scheduling the time any earlier.

Perhaps it would be in the best interest of everyone concerned for us to sit down soon and discuss the problems you are having with the program. I would be available anytime you wish to do so. Also, I have asked for a budget several times in the past so that the committee and staff could plan future programs and filming trips with the staff. Could you please have one ready for us at the next meeting.

Sincerely,

Catalino Barril
Utilization Manager

cc: Consumer Committee
Dr. Charles Northrip

ALASKA ATS-6 TERMINAL OPERATOR TRAINING PLAN

Each site in the Alaska HET Experiment will have one person, appointed by the Governor's Office of Telecommunications (OT), responsible for the proper operation of the terminal. He will also keep equipment logs, report equipment failures, and train other operators as required. This person, designated "Utilization Aide," will be appointed from a list submitted by an appropriate organization within each community.

The first meeting of the utilization aides for the purpose of operator training will be held on the fourteenth and fifteenth of August. At that time the utilization aides will be briefed on the basics of the system and receive demonstrations on operation of the actual equipment. Procedures in simple trouble isolation will also be demonstrated. A booklet covering the same material as presented at the briefing will be provided to each utilization aide.

Since in many locations a school teacher will also be involved in the operation of the equipment, the utilization aide will be expected to assist the teacher in equipment operation and keeping report forms.

At the training session for utilization aides, which will be held in Juneau, a typical comprehensive terminal will be set up. During the training period all participants will be given the opportunity to operate the equipment, fill out logs, and make trouble reports based on simulated equipment failures.

Additional reinforcement training and procedure checks will be provided by Office of Telecommunications personnel who will visit all sites as close to the start of the operational period as possible.

7/25/74

STATE OF ALASKA

WILLIAM A. EGAN, GOVERNOR

OFFICE OF THE GOVERNOR

OFFICE OF TELECOMMUNICATIONS / POUCH AC — JUNEAU 99801

August 1, 1974

SENT TO THOSE ON THE ATTACHED LIST.

Dear :

Sometime the latter part of September the Office of Telecommunications and KUAC out of Fairbanks will begin to broadcast educational programs into your village.

We are looking for a responsible person (it would be helpful if the person were bi-lingual) who will see that all participants are present at the receiving site, gather some data for us, distribute program materials, and perform other minor duties. The part-time utilization aide position will pay $200.00 per month and take less than 40 hours per month to do. An orientation session is tentatively set for August 14 & 15 in Juneau, to brief the aides on their duties.

If you know of a responsible person in your village who would be willing to accept this position, please submit their name and address to me as soon as possible. A self-addressed envelope is enclosed for your convenience.

Sincerely,

Mr. Catalino Barril
Utilization Manager

Enclosure

Floyd Alexander
Minto, Alaska 99758

Bergman Moses
Allakaket Village Council
Allakaket, Alaska 99720

Jo Ann Grimaldi, Mayor
Galena, Alaska 99741

Peter Snow, Jr.
Chief
McGrath, Alaska 99627

Arlie Charlie, Mayor
Tanana, Alaska 99777

ATS-6 HEALTH/EDUCATION TELECOMMUNICATIONS EXPERIMENT

UTILIZATION AIDES

Stella Hamilton	Allakaket
Grace Bender	Aniak
Vivian James	Angoon
Ann Phillips	Chuathbaluk
Justna Johns	Craig
Charles Zimbicki	Galena
Betsy Ivy	McGrath
Kenneth Charlie	Minto
Katherine Demientieff through 2/75	Nenana
Kathleen Sunnyboy 2/75-5/75	Nenana
Ann Alexi	Nikolai
Beverly Reid	Petersburg
Mary Ignati	Sleetmute
Helena Carlo	Tanana
Pamela Brooks	Valdez
Ted Valle	Yakutat

OPERATOR'S TRAINING GUIDE FOR ALASKA ATS-6 EDUCATIONAL EXPERIMENT STATIONS

State of Alaska
Office of the Governor
Office of Telecommunications
Pouch AC
Juneau, Alaska 99801

August 1974

General

The nineteen ATS-6 ground stations in Alaska are provided by federal funds as part of an experiment in providing instructional television to remote areas in Alaska, the Rocky Mountain States and the Appalachian region.

The satellite being used in this experiment is called the ATS-6. ATS stands for "Applications Technology Satellite," the 6 means that it is number 6 in the ATS series. Actually, two satellites are being used for this experiment; the ATS-6, which transmits the T.V. programs, and the ATS-1, which is used for two-way voice communications between the remote stations and control centers. The ATS-6 is quite different from other communications satellites. Most communications satellites have low-power transmitters so that it takes huge antennas on the ground to receive the signals. The ATS-6 has a very powerful transmitter so that signals can be received by small antennas like the ten-foot dish antenna at your site. Another characteristic of the ATS-6 is that it sends out its signals in a narrow beam which can only cover a small part of the earth at one time. This is the reason that television can only be received a few hours each week. When the satellite is not pointed toward Alaska, it is pointed at other states which are conducting experiments similar to ours.

The ground stations such as the one you will be operating, are designed to be inexpensive and simple to operate. However, it is important that the operators learn their procedures well and follow them closely if the system is to operate satisfactorily.

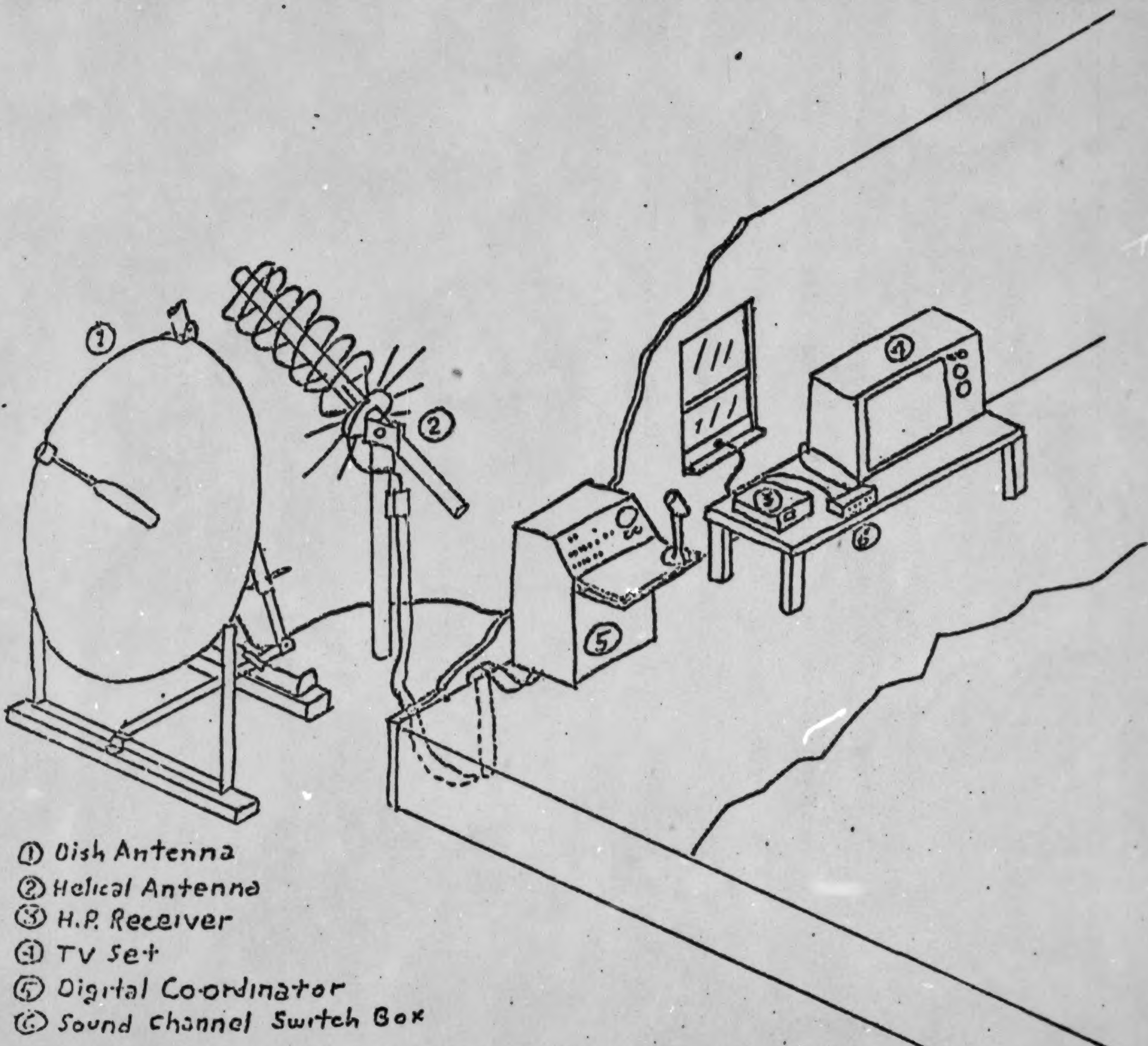

①
②
③
④
⑤
⑥
① Dish Antenna
② Helical Antenna
③ H.P. Receiver
④ TV Set
⑤ Digital Co-ordinator
⑥ Sound channel Switch Box

Figure 1 Typical Station

Each station consists of a ten-foot dish antenna for receiving the television signals, a helical antenna which looks something like a long corkscrew, a small receiving unit, a T.V. set, and a 2-way voice radio which is called the digital coordinator. Figure 1 shows a typical ground station.

The Dish Antenna

The dish antenna is used to receive T.V. signals from the ATS-6 satellite. The antenna itself is shaped like a shallow bowl, ten-feet in diameter. Signals from the satellite bounce off the dish and are received by a pick-up device which is mounted on a rod mounted in the center of the antenna. It is important that the antenna be pointed directly at the satellite. If it is pointed too high or too low it will receive weakly or not at all. There are two adjustments on the antenna mount. A handle on the top support (or elevating pole) can be rotated to tilt the antenna up and down, and by loosening four nuts on the rear mounting plate, the antenna can be pivoted from left to right. The site operator or utilization aide will have to make elevation (up or down) adjustments occassionally to compensate for slight changes in the satellite position. It may also be necessary to make antenna adjustments if ground freezing or thawing causes the antenna to move.

Helical Antenna

The helical antenna is used to send and receive voice signals from the ATS-1 satellite. Since the ATS-1 is in a different location than the ATS-6, this antenna is pointed in a different direction than the dish antenna. Unless the helical antenna is tampered with or is accidentally moved, it should not require pointing once it has been installed.

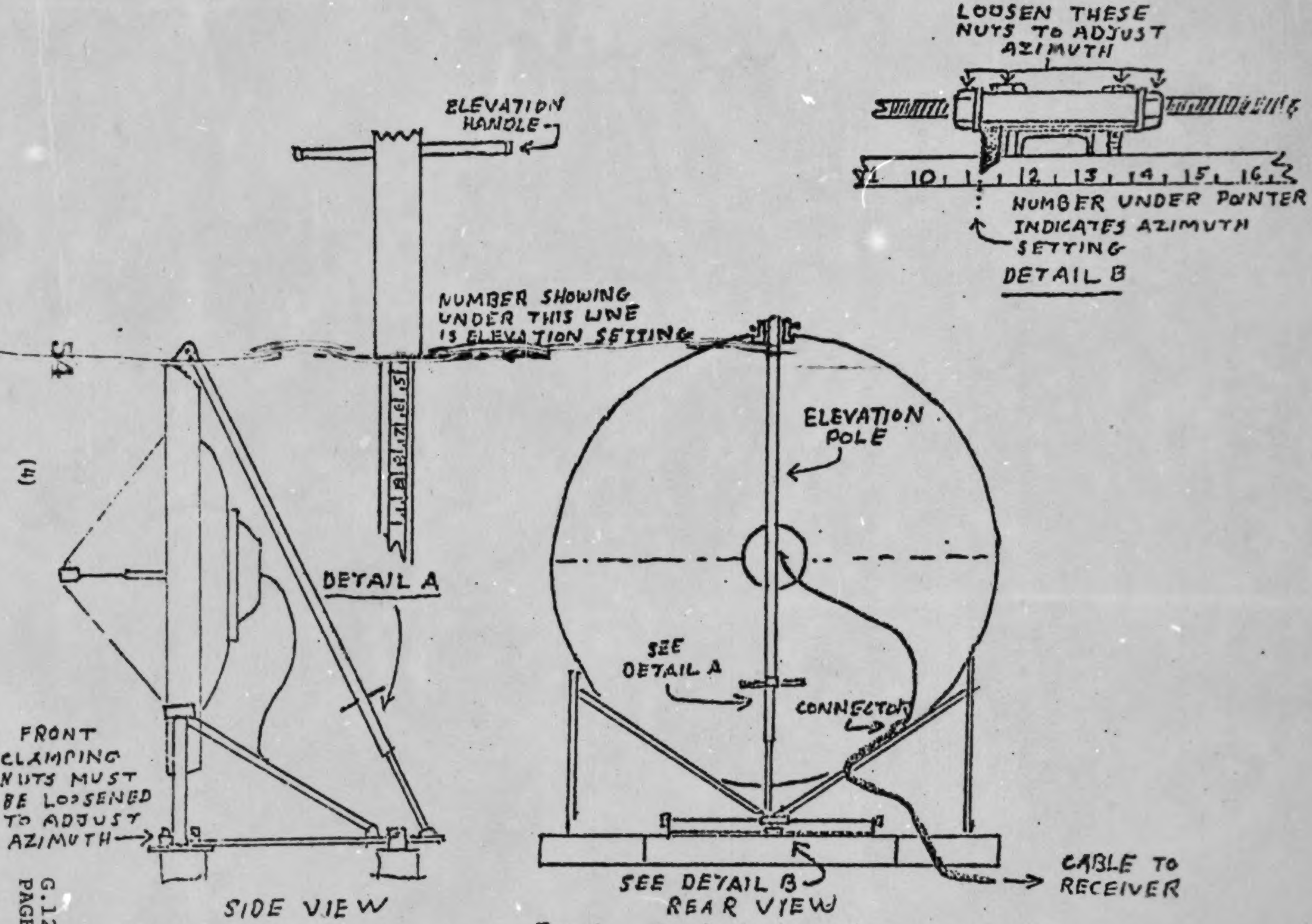

LOOSEN THESE NUTS TO ADJUST AZIMUTH
10
12
13
14
15
16
NUMBER UNDER POINTER INDICATES AZIMUTH SETTING
DETAIL B
ELEVATION HANDLE
NUMBER SHOWING UNDER THIS LINE IS ELEVATION SETTING
DETAIL A
ELEVATION POLE
SEE DETAIL A
CONNECTOR
FRONT CLAMPING NUTS MUST BE LOOSENED TO ADJUST AZIMUTH
SIDE VIEW
SEE DETAIL B
REAR VIEW
CABLE TO RECEIVER

Fig. 2 Dish Antenna

H.P. Receiver

H.P. stands for Hewlitt Packard, the name of the company which makes this receiver. The H.P. receiver takes the signal from the dish antenna and converts it to video for the T.V. set. On the front of the H.P. receiver is the ON-OFF switch and a signal strength meter.

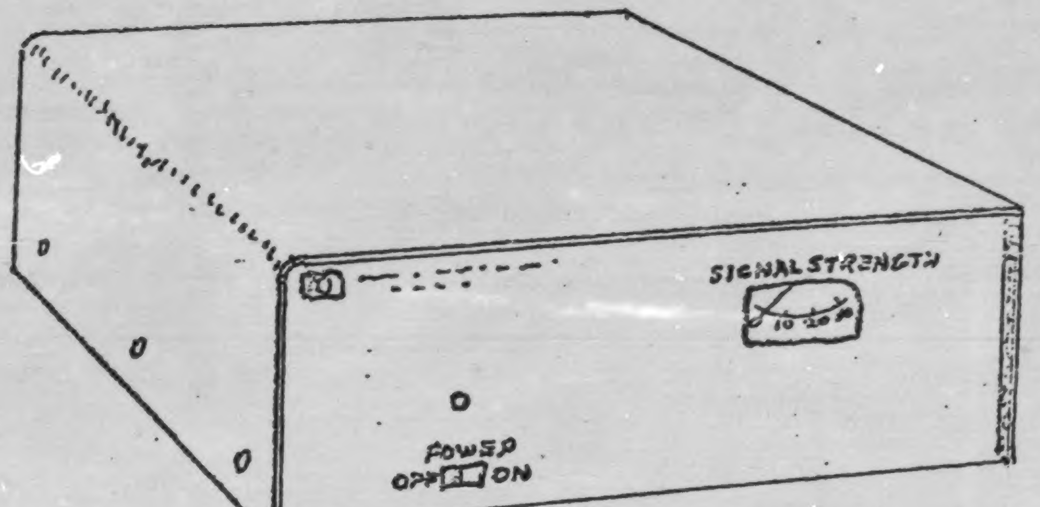
The signal strength meter shows how strong a signal is reaching the receiver. When the satellite is beaming signals to Alaska this meter should read above 10. The better the signal is, the higher the meter will read. The operator should write down the meter reading during each broadcast. That way the operator can tell if signals are getting better or worse over a period of time. A lower than normal reading might mean that the antenna pointing needs to be adjusted.

T.V. Set

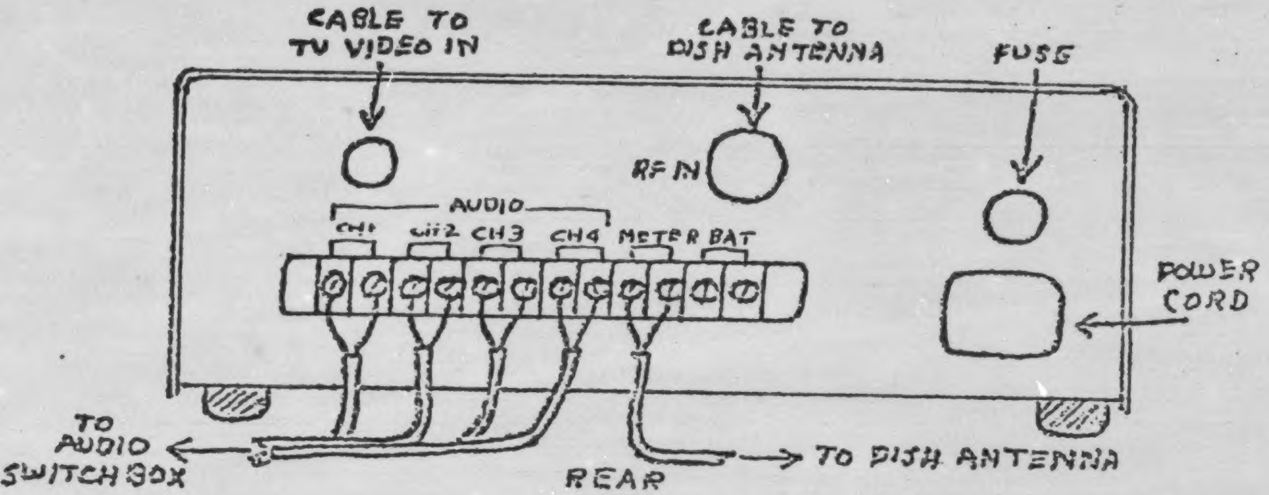
The T.V. set is an RCA 25-inch color monitor receiver. This set is similar to a regular home-type T.V. except that it has several additional connectors and controls at the rear of the set. This set will be hooked up and adjusted for proper operation when installed, however, operators should become familiar with the connections and rear switch settings in case the set should be tampered with or disconnected. Operating controls are covered under EQUIPMENT OPERATION.

Audio Switchbox

Since four sound channels can be transmitted with the television picture, the audio switchbox is used to select the channel you want to listen to. There are six push button switches on the box; one for each sound channel and two


SIGNAL STRENGTH
10 20 30
POWER
OFF ON

FRONT


CABLE TO TV VIDEO IN
CABLE TO DISH ANTENNA
FUSE
RF IN
AUDIO
CH1
CH2
CH3
CH4
METER
BAT
POWER CORD
TO AUDIO SWITCH BOX
TO DISH ANTENNA

REAR

Figure 5. H.P. Receiver

spares. The spares are not used. The sound channels to be used will be listed in the program schedules, or you will be notified over the two-way radio system.

Two-Way Radio (Digital Coordinator)

The proper name for the voice transmitter-receiver is digital coordinator, however we will refer to it here as the radio, or the voice terminal. What makes this different from ordinary 2-way radio systems is that the transmitter in this one can be turned off and on from the Network Control Center in Denver, Colorado. Another thing is; whenever you transmit from this terminal a coded signal is automatically sent out to let the control center know which station is transmitting. That way if anyone is transmitting when they shouldn't, or operating improperly, the control center can turn that station off. There are many lights, push-buttons and switches on the front panel of the voice radio unit, but there are only a few controls which you must be concerned about. These are explained in the equipment operation section.

Equipment Operation

Each day before broadcasting begins the equipment should be checked to make sure that it is ready. The equipment check and turn-on should start at least 1/2 hour before the program is scheduled to start. The following paragraphs describe how each unit is checked out and adjusted. If any trouble shows up, see the "Equipment Trouble" section on page 15.

Antenna

Check the dish antenna for damage. Check to make sure the feed is O.K., if the feed is bent or damaged, the system may not work. Tighten any nuts or bolts which are loose. Check the numbers on the elevation pole and rear plate to see if the antenna pointing adjustments have been tampered with. Snow should be cleared away from the antenna and swept out of the dish, being careful not to damage or bend the feed. Check the cable for damage and make sure the connection is allright. If you have to adjust the antenna or if you notice anything wrong, make a note of it on the daily log.

Helical Antenna

Make a visual inspection of the antenna checking the cables and connectors, and looking for other signs of damage.

H.P. Receiver

Check to make sure all the wires on the rear are connected, and that it is plugged in. Turn the switch on. The little red light above the switch should come on and the meter should come up above zero. When the T.V. broadcast begins the meter reading should increase. If you have been keeping a record of the meter reading during each broadcast you will be able to tell if the system is operating normally. If the reading is lower than normal, antenna adjustment may be required.

Dish Antenna Adjustment

This adjustment is easier with two people; one watching the HP receiver meter while the other adjusts the antenna. (See Figure 2) Before adjusting the antenna, mark down the number just showing under the elevation adjuster, and the number under the pointer on the base plate. Turn the elevation handle to tilt antenna one degree higher (higher number showing under the elevation adjuster). Check the HP receiver meter. If the meter reading has increased, continue adjusting in the same direction until no further increase can be obtained. If the meter reading decreases, change tilt in the opposite direction until maximum meter reading is obtained.

T.V. Set

Check the rear connections and switches. If these are O.K., turn the T.V. on by pulling the volume control knob out. After about 30 seconds turn the brightness control up. If every thing is O.K. so far, you should see black and white speckles all over the picture tube. This speckling is noise coming from the antenna. For a check, you can turn off the HP receiver momentarily. With the receiver off, the picture tube should go blank. Turn the receiver on again. You can now turn down the brightness and volume so the class will not be disturbed while waiting for the program to begin.

Before the regular program starts, a still picture and music or voice will be transmitted to give you a chance to set the T.V. controls for the best picture and sound. Start out with the COLOR control all the way down. Adjust the CONTRAST for the best picture. Move the COLOR control up until you see colors, then adjust TINT control for the most natural colors, paying particular attention to the skin tones in the test picture. The COLOR control may be used to make the colors brighter but it is best if the colors look a little bit pale. If the T.V. is not working properly, perform the trouble shooting checklist on page 17.

Digital Coordinator

The digital coordinator is turned on by a key, this key should be kept in a safe place so that unauthorized persons cannot turn the set on. Perform the items on the checklist which is fastened to the desk shelf on the coordinator. A copy of this checklist is also included on page 14 of this manual.

WARNING

DO NOT PRESS "CALL" BUTTON OR

MICROPHONE BAR DURING CHECK

During the 15-minute period before the T.V. program is scheduled to begin, one of the control centers (Fairbanks, Juneau, or Denver) will make announcements concerning the time, program, sound channel to be used, and other necessary information. Details on operating procedures are described in the section entitled "Protocol and Interaction."

Protocol and Interaction

General

This section describes how the 2-way radio in the digital coordinator is to be used. Since there are sixteen Alaska schools using this system it is very important that the rules of operation be followed strictly.

WARNING

ANY STATION TRANSMITTING AT

UNAUTHORIZED TIMES OR OPERATING

IMPROPERLY WILL BE TURNED OFF

The voice transmitter will not operate until it has been turned on by the Denver Network Control Center. However, if the CALL button is pressed, the transmitter will turn on for about a half-second and automatically send out your station identification code. This signal will cause a light on a map of Alaska in Denver to turn on showing which station transmitted the signal.

During periods that voice transmission is authorized, Denver will send out the turn-on signal and the green ENABLE lamp on the digital coordinator will light.

Roll Call

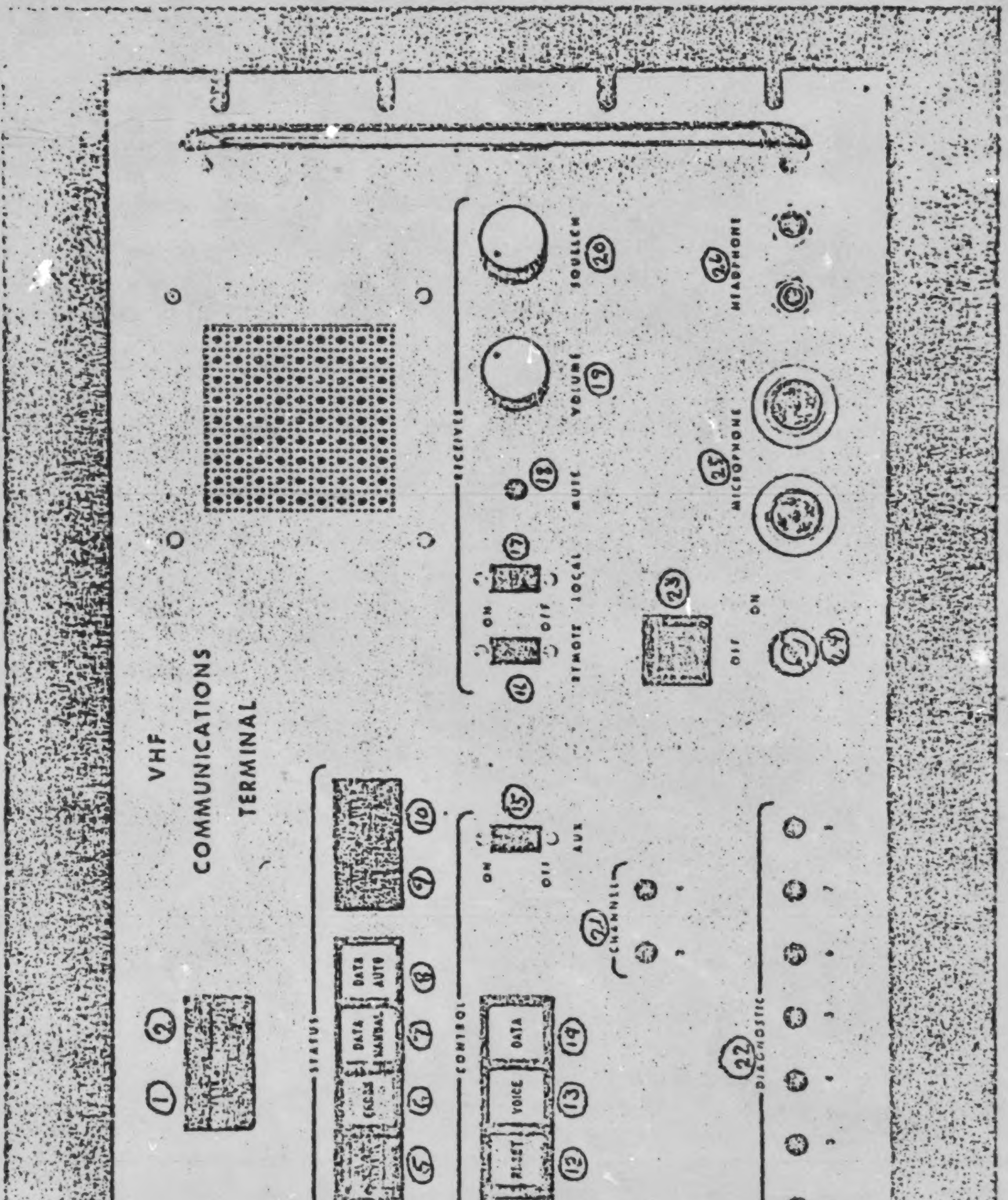
During the 15-minute period before the regular program starts, a roll call will be taken. Certain stations called "Truth Sites" will be called first and requested to report their HP receiver meter reading. When it is time for roll call, the ENABLE lamp will come on and one of the control points (Fairbanks, Juneau or Denver) will call the roll of receiving stations. When it is time for roll call, press the VOICE button to turn the VOICE lamp on and stand by until your station is called. When your station is called, press the microphone bar and say "(station name) ready" if everything is O.K.; "(station name) trouble" if only partially operating; and "(station name) no-go" if not working.

NOTE: You cannot transmit or receive unless the VOICE lamp is lighted.

Do not say anything more unless asked. If you have reported "trouble" or "no-go" and there is time after the roll call, the controller may call you back for more information. If you miss answering when the roll is first called, the controller will repeat missed stations after the first roll call. Do not break-in before your station is called again.

When the roll call and all other traffic has been completed, the controller will make necessary announcements concerning the program, and will announce when the T.V. transmitter is turned on. At that time you should make the necessary adjustments to the T.V. set. When the regular program begins, press the VOICE button to turn the VOICE lamp off.

FIGURE 8: DIGITAL COORDINATOR


VHF
COMMUNICATIONS
TERMINAL
STATUS
ACK WAIT
ERROR
DATA MANUAL
DATA AUTO
CONTROL
CALL
RESET
VOICE
DATA
ON
OFF
AUX
CHANNEL
DIAGNOSTIC
RECEIVER
REMOTE
LOCAL
MUTE
VOLUME
SQUELCH
MICROPHONE
HEADPHONE
OFF
ON
①
②
③
④
⑤
⑥
⑦
⑧
⑨
⑩
⑪
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DIGITAL COORDINATOR

No.	Type	Function
1	Lamp	Indicates transmitter can be used
2	Lamp	Indicates unit is transmitting
3	Lamp	Indicates unit is ready for operation
4	Lamp	Indicates CALL signal has been received by Network Control Center
5	Lamp	Indicates Network Control Center has turned off all transmitters
6	Lamp	Indicates error in received control signals (No significance to operator unless on continuously)
7	Lamp	Indicates unit is in data transmit mode (Not used for Alaska education stations)
8	Lamp	Same as above except mode has been selected by Network Control
9	Lamp	Indicates auxiliary function has been selected by Network Control (Not used for Alaska education stations)
10	Lamp	Same as above
11	Switch	Push button to request permission to transmit. (Sends out coded signal)
12	Switch	Push button to switch back to normal after CALL has been pushed (CALL light must be off to transmit voice)
13	Switch	Push button to enable voice transmit and receive (VOICE lamp must be lighted)
14	Switch	Push button to enable data transmission a reception (Not used by Alaska education
15	Switch	Controls auxiliary functions (Not used by education stations)
16	Switch	Controls remote speaker (when remote sp is used)
17	Switch	Controls front panel speaker
18	Lamp	Indicates when speaker is muted such as c voice transmit and data reception
19	Knob	Controls speaker volume
20	Knob	Controls squelch point. Should be adjuste slowly from full-right, to left until noise s
21	Lamps	Indicates transmit channel in use. "4" lig during voice transmit, "2" lights when CA pushed.
22	Lamps	Indicate operation of various internal circ (Significant only when reporting trouble)
23	Lamp	Indicates unit is turned on
24	Switch	Operated by key to turn unit on
25	Jacks	For microphone plug(s)
26	Jacks	For headphone plug(s) (when supplied)

Interaction

When the program calls for interaction, or talk-back from your community, the host teacher or program moderator will tell you how the interaction is to be handled. In some cases the moderator may simply call a particular station for questions or comments. If your station is called, press the TALK button to turn the TALK lamp on, then press the talk-bar on the microphone to answer. In another case, the moderator may ask any station, wishing to call in, to push the CALL button. In this case when your station wishes to respond, simply push the CALL button. This causes your station code to be sent out automatically to the Network Control Center. Shortly after this the ACK WAIT lamp should light to indicate that your CALL has been received. Press the RESET button. If you do not get an ACK WAIT light after about 30 seconds, press RESET and then press CALL again. When you receive the ACK WAIT signal, press the TALK button to turn the TALK lamp on and stand by until your station is requested to transmit.

You may be requested to transmit either by the moderator or host teacher on T.V., or by the controller calling through the digital coordinator. In some cases responses from your station will be written by the controller and handed to the host teacher or moderator, in other cases, responses will be re-broadcast directly over the T.V. In either case you will be notified as to how to proceed. Whenever possible, questions or comments should be written out before calling in. This will prevent people from forgetting parts of their questions or getting mixed-up.

When you are through with talk-back from your station, press the TALK button to turn the TALK lamp off. Sometimes time will be available, after the

T.V. program is off, for additional talk-back. In this case you will be informed either during the program or during the pre-program announcement period. Here again you must follow directions exactly and not transmit until instructed to do so.

Daily Log

Each day that broadcasts are scheduled the daily log sheet must be filled out. The log sheet is very important to the success of the experiment as it gives an indication of how the equipment is operating and may enable maintenance personnel to see troubles developing so that they can be corrected before they become serious.

A sample log sheet is shown on page 20. The notes on the log form should make the form self-explanatory. The date and time columns indicate the time the broadcast begins. On days when there are more than one broadcast, a separate entry for each one should be shown in the log. The completed log forms should be sent in to the Office of Telecommunications in Juneau every two weeks. The comments column and the back of the form may be used to add additional comments on the quality of the broadcasts or equipment condition.

Equipment Troubles

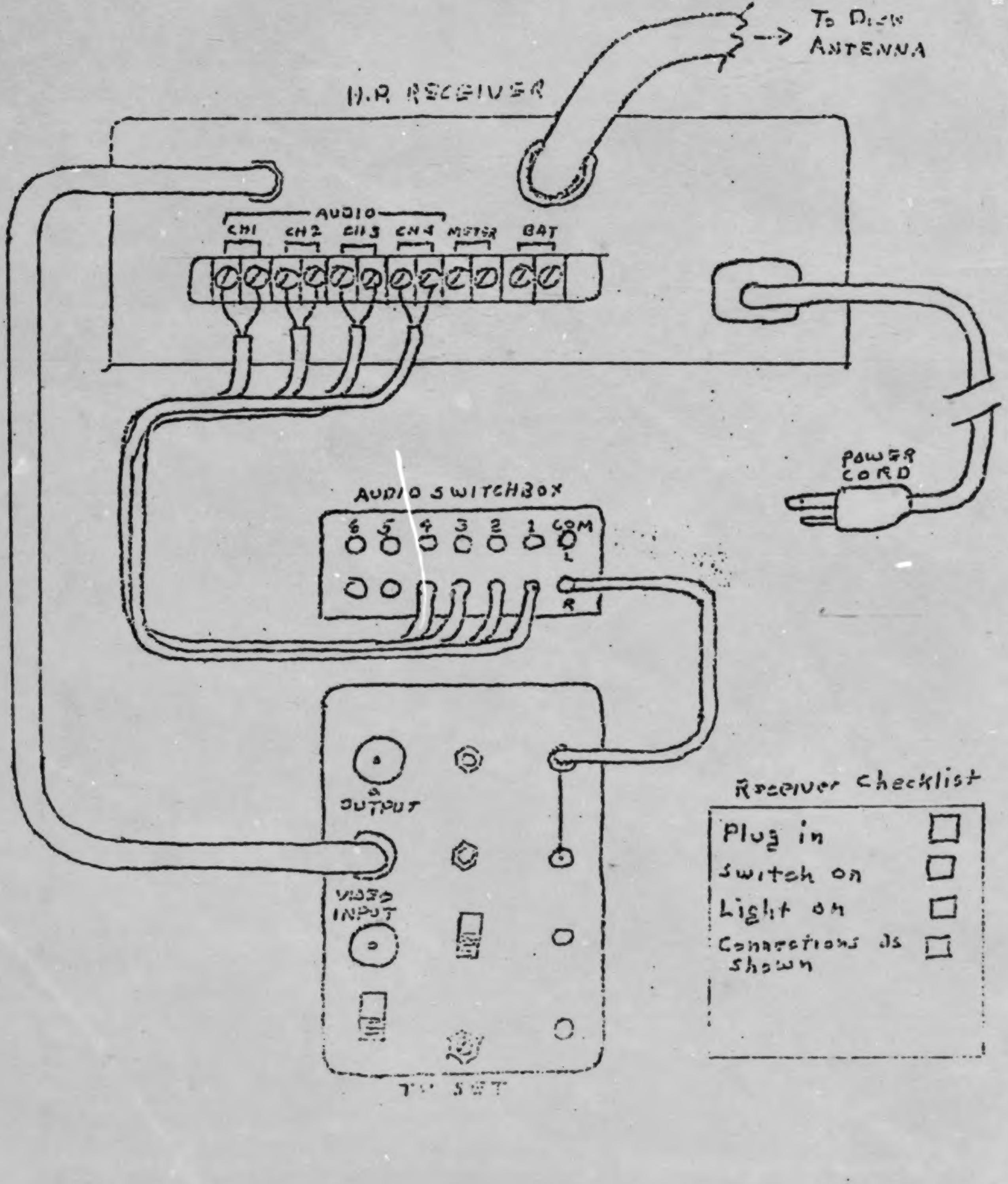
Since it is very expensive to send repairmen out to remote areas, it is very important that the operators and utilization aides at the sites make certain that a real problem exists and that the trouble is not being caused by a plug being pulled out, or a switch in the wrong position. If trouble developes, perform the checks listed on the checklist sheets for the various items of equipment (see pages 17,18,19). Additional checklist sheets are provided in the operators kit.

If, after performing all the checks and tests listed, you have not been able to correct the trouble, fill out the trouble report form for the defective unit. A sample trouble report form is shown on page 20. If you have a telephone, call the trouble in to one of the maintenance centers listed below. If a telephone is not available, mail the form to the center as soon as possible. If the problem is not in the digital coordinator, you may be allowed to report failures during the next roll call period. However, all trouble report forms should be mailed in even if you were able to report by phone or radio.

It is possible the maintenance center will determine that whatever is causing the trouble can be corrected by the site operators. In this case you may be sent a replacement item such as an HP receiver, switch box, or cable. If replacement items are sent, complete installation instructions for installation will also be provided. When replacement items are furnished, the defective unit should be returned immediately for repairs. A return address label will be provided so that the defective unit can be returned in the same container that the replacement arrived in.

Questions on the operation of the equipment, maintenance forms, and trouble reports should be addressed to: Terminal Maintenance, Office of Telecommunications, Pouch AC, Juneau, Alaska 99801.

If you have a problem which makes it impossible for your station to operate, you may call collect to: Juneau #465-3552. Ask for the installation and maintenance section.


To Dish
Antenna
H.P. RECEIVER
AUDIO
CH1
CH2
CH3
CH4
METER
BAT
POWER
CORD
AUDIO SWITCHBOX
6
5
4
3
2
1
COM
L
R
OUTPUT
VIDEO
INPUT
TV SET

Receiver checklist

- Plug in ☐
- Switch on ☐
- Light on ☐
- Connections as shown ☐

Figure 5

H.P. RECEIVER CHECKLIST

TWO-WAY RADIO CHECKLIST

BEFORE TRANSMITTING:

POWER on

VOLUME up

SQUELCH: turn right, then back until noise just stops

LOCAL switch ON

VOICE depressed and lighted

CHANNEL 4 lighted

SYSTEM READY lighted

DIAGNOSTIC LAMPS except 5 and 7 lighted

WHEN TRANSMITTING:

ENABLE lighted*

TRANSMIT lighted when microphone bar is pressed

DIAGNOSTIC 5 lighted when microphone bar is pressed

CHANNEL 2 lights momentarily when CALL button is pressed

* Transmitter will not operate unless enabled by the Network Control Center.

Figure 6.

ATS-6 DAILY LOG

Community________________ Location________________

Operators (Persons filling out this form) ________________

____

____

____

	Time On	Program Received (1)	Meter Reading (2)	TV Picture Quality (3)	TV Sound Quality (4)	Radio Quality (4)	Audience (5)		Additional Comments (6)	Operat Initials
							Adults	Students		

Notes:

(1) Yes or No

(2) Front Panel Meter On HP Receiver 0-30

(3)
1. Excellent
2. Not Perfect But Still O.K.
3. Not Good But Can Watch
4. Hard To Watch
5. Unuseable

(4)
1. Good
2. Slightly Noisy Or Distorted
3. Noisy Or Distorted But Can Understand
4. Hard To Understand
5. Cannot Understand

(5) Number Of Each Watching

(6) Equipment Problems, Antenna Adjustments Made, More Detailed Description Of T.V. Or Sound If Required. Use Back of Form If

October 9, 1974

To: All ATS-6 Utilization Aides
and Operators

From: Mr. Catalino Barril
Utilization Manager

We have been requested by Denver NCC to standardize our picture and audio reporting procedures along the lines already established by the Rocky Mountain and Appalachian states. The number system for picture quality which they are using is a reversal of the system which the Alaska stations have been using. That is, we have been using a quality rating of 1 for a good picture down to 5 for an unusable one.

The attached page shows how these numbers are used to report picture and sound quality. That page or copies of it should be posted near your radio or digital coordinator to aid operators in reporting when requested to do so.

PICTURE AND AUDIO REPORTING CODE

PICTURE

Distortion and Noise	Rating
Excellent (no noise or distortion)	5
Barely noticeable	4
Definitely noticeable	3
Noisy or distorted (can still see picture)	2
Very noisy or distorted	1

Useability	Rating
Excellent	5
Not perfect but easy to watch	4
Can watch	3
Hard to watch	2
Cannot watch	1

REPORTING EXAMPLE

Picture shows white or black speckling (noise) but is still easy to watch, report: "video 3 by 4"

AUDIO

Quality	Report
Loud and clear	3 by 3
Weak or slightly distorted but not noisy	2 by 3
Very weak or distorted but not noisy	1 by 2
Loud and readable but some noise	3 by 2
Noisy but still readable	2 by 2
Unreadable	1 by 1

to: Utilization Aides

from: Mr. Catalino [redacted]
Utilization Manager

date: September 6, 1974

It seems with all the planning that has been done in the ordering, delivery and installing of the equipment at the villages that something has gone wrong. Parts of the receiving equipment have not been shipped by the manufacturer, consequently, some of the village receiving sites will be incomplete when KUAC starts transmitting next week. The hardware will be installed as soon as we get them--so hang in there.

The question as to who has the responsibility of operating the equipment for the different programs has been brought to my attention. I feel that it will be up to each of you to contact your local school officials and make whatever arrangements that are suitable for your particular village. My suggestion is that:

1. As far as the Basic Oral Language, Teacher In-Service Training and Health programs are concerned, you should instruct the teacher or teachers who will be using the equipment on how to turn the equipment on and make the necessary minor adjustments and let the teacher conduct her class through the program and interaction periods. After the teacher is familiar with the operational procedures it will not be necessary for you to be present at the receiving site.

2. The Alaska Native Magazine will of course be your responsibility. I would suggest that you contact the school officials (if your site happens to be located in the school) and make the necessary arrangements to have the site available to you at transmission time (viewing time 7:00 p.m. to 8:00 p.m. ADT every Tuesday).

As my representative in your village I am asking that you work as closely as possible with the local officials to eliminate any conflicts or confusion that may result from the ATS-6 experiments.

cc: Superintendent of Schools/Principal
Village Council
Paul Hartman

file

SUMMARY OF ATS-F SAMPLE PROGRAM PLANNING SESSION

September 18, 1973

Participants: Sue Pittman, KUAC; Sara Elder, CNER;
Rex Taylor, Office of Telecommunications

1. The suggestion was made and discussed briefly that three (3) basic introductory programs be designed and produced and that these be suitable to be shown as the first three programs in each subject matter area.
2. Sara felt that it was important to survey the schools to determine what kinds of equipment they have, the condition of it, and how much.
3. Would it be possible for us to transmit educational programming from Tanana, Fort Yukon and Galena?
4. Can we get copies of the programming the health experiments plan to produce?
5. Some discussion was given to the problem of where the receiver is to be located. The Early Childhood Development segment is a case in point, as the ages are 1 - 5. A decision will have to be made to either aim it at Headstart kids or kindergarten students. This decision has implications on the location of the receiver or the use of multiple receivers. There was also a problem with the Early Childhood programs being so late in the afternoon. We decided that it

should be changed, if possible, to a different time or that it should be exchanged with another educational program to a more appropriate time.

6. There was some discussion as to whether we should work through the school board or the teacher in seeking assistance with the course development and cooperation in general. This will need to be discussed further and will be primarily the concern of the utilization manager when he is hired.
7. It was agreed that it would be desirable for someone to visit the villages to talk with the Natives regarding program development. It was further emphasized that the technical limitations and time constraints should be explained to them.
8. Considerable discussion took place regarding the advisability of trying to make the courses general enough for everyone in the footprint or whether we should make them more specific. One suggestion was that a program be developed specifically for a group of villages with like cultural interests. Another suggestion was that size of a village might play an important role in the interest of the people in specific programs.
9. It was generally agreed that the utilization manager could be of tremendous assistance to the design and producation process as well as the utilization process.

10. There was considerable discussion regarding the use of portable 1/2" video equipment for the design and produc-tion of programs. Sara expressed the opinion that it was vital from her view point as well as CNER's. This will have to be discussed further as to whether it is to be used and how much. A few of Sara's reasons for wanting to use the 1/2" equipment are listed below.

    1. Allows people to produce their own programs for programming as well as a unique method of feedback.
    2. Method of emotionally involving the audience.
    3. Can be used to capture events in the field.
    4. Potential for teacher in-service -- the teachers can video their own specialty for presentation on satellite.

11. Another question that was posed was, will an effort be made to video tape all of the programs so they can be used later? It was also suggested that the entire program, including the feedback sessions, could be taped and then dubbed down to 3/4" cassette and be distributed to schools throughout the state.

12. During a discussion with Frank Darnell and other members of his staff, the question of the type of contract we would have with them was discussed briefly. Dr. Darnell requested that we consider a contract whereby the courses

to be produced would be prioritized as to the order in which they should be produced; and that no penalty would ~~would~~ be assessed if they were not all completed, the reason being that it is so late to try to have them all ready by September of 1974.

September 27, 1973

Sarah M. Elder
Center for Northern
  Educational Research
University of Alaska
Fairbanks, Alaska 99701

Dear Sarah:

I returned to Juneau on Thursday after a very enjoyable trip including my stay in Fairbanks. The weather was beautiful in Valdez and Yakutat and the meetings with the people there quite cordial.

I have been endeavoring to assimilate the conversations I had with you and Sue. I did take a few brief notes which I am enclosing for your information. If you feel that I missed any important poinss or any are incorrect, please do not hesitate to let me know.

It does seem to me that there is a need for further clarification of what is meant by the terms content design and production. Maybe we need new terms to convey more precisely what me mean or in reality what we would like to have done. We are certainly feeling the pressure to move as rapidly as possible toward having this pilot program finished. However, there must be as little chance for misunderstanding as possible concerning what we would like done and what the Center staff feel they can provide.

First of all, I would like to reiterate that the subject matter areas have already been selected, and while we want the greatest possible participation from the remote site users, there is an urban component as well. Juneau, Fairbanks, Anchorage, Petersburg and Valdez are cases in point since the make-up of the community and student body is considerably different than in the villages in the interior.

The intent of the content design contract, as Dr. Northrip and I conceive of it, is for CNER, or whoever is doing the work, to bring together people with the necessary expertise to answer the myriad of questions that must be answered and to design a viable course up to the point of a shooting script. This is the point where the interface between the design people and the production people takes place. This is also where we may bring in a consultant such as Joe Princeota to assist in this phase, and then the production people assume primary responsibility for the remaining work.

I will be looking forward to receiving your ideas and comments regarding this matter. I feel that we must be as candid as possible with each other so that there are as few misunderstandings as possible after we enter into a contract. If you have further questions regarding our intentions and concepts of operation, I will be glad to try to answer them.

Thank you so much for your kind hospitality. I enjoyed the opportunity to talk with you and Lennie; please tell him I said hello.

Sincerely,

Rex Taylor
Education Experiment
Manager
Office of Telecommunications

✓cc: Frank Darnell

Sent with the copy
of this letter to Frank Darne
9-28-73

STATE OF ALASKA
OFFICE OF THE GOVERNOR
JUNEAU

September 28, 1973

Frank,

I'm becoming concerned that Sarah is more concerned with production aspects than those relating to content. While it's helpful to have someone involved in the design aspect who has "hands-on" media experience, I would much rather deal with an educator who has an interest in content, sequence, etc., even if he or she has no media background. I sincerely hope we can come to an early understanding on this point.

Charlie
Charles Northrip

CENTER FOR NORTHERN
EDUCATIONAL RESEARCH

REC'D NOV 23 1973

UNIVERSITY OF ALASKA
FAIRBANKS, ALASKA 99701

November 16, 1973

Dr. Charles Northrip
Office of Telecommunications
Office of the Governor
Pouch A
Juneau, Alaska 99801

Dear Dr. Northrip:

Thank you for initiating a call to me this week in regard to the disposition of your grant request to NIE. I am sorry it took me a couple of days to call back, but my schedule kept me out of the office the last two days.

Since our initial conversations last spring in regard to the possibility of doing work on the development of instructional units for the ATFS experiment, several delays have been encountered which are, of course, much better known to you than to us. Nevertheless, we appreciate the difficulties you have had in seeing the grant through to a successful award. You will recall that our original concern for an effective program stemmed from the need for extensive lead time to assure adequate local involvement. This effort would require a much larger staff than we presently have. Our efforts to date stem from a broad interest in educational issues, and without the lead time initially thought possible, we would be unable to put together the kind of effort we feel is necessary.

In regard to your comments that you are negotiating a possible contract with the Northwest Regional Educational Laboratory to do the work of developing instructional units, we would like to endorse this relationship and to give our support to such a development. The nature of the problem is one which will require a large sophisticated staff where facilities and equipment have already been established. This is, of course, one of the major strengths of the Northwest Regional Lab. Last spring Bob Rath and I had discussed the potential of their doing this sort of thing in cooperation with Alaskan agencies, so the idea has earlier momentum.

If there is any way we can assist the NWREL as a support organization, we would be glad to cooperate. We recognize this will be a difficult assignment in light of the short time allowance even for an organization as well staffed and equipped as the Lab and hope that we can shed some light on the problems from our point of view.

Because of the long-range potential of satellite transmission of instructional material in general, we continue our interest in the overall experiment. If there are other areas of assistance we can give to your office as you develop the total program, please keep us in mind.

Sincerely,

Frank

Frank Darnell
Director, Center for
Northern Educational Research

FD:fkc

cc Lawrence D. Fish
Marshall Lind
Ernest E. Polley
Robert Rath

STATE
of ALASKA

MEMORANDUM

OFFICE OF THE GOVERNOR

TO Joseph R. Henri
Commissioner
Dept. of Administration

DATE December 14, 1973

FROM C.L. Buck
Director
Office of Telecommunications

SUBJECT: Instructional design contract
for Alaska ATS-F Project

This office has received a contract from the National Institute of Education which requires the design of educational programming to be broadcast over the ATS-F communications satellite during the one year experiment planned for that device in Alaska. Since the Office of Telecommunications possesses limited in-house expertise in this area, and since the experiment is of limited duration, we propose to subcontract that responsibility to a recognized institution in the educational design area. A provision of our contract with NIE requires their approval of all subcontractors.

We have contacted the University of Alaska's Center for Northern Educational Research, and due to a number of other circumstances have determined jointly that that agency will be unable to perform such a service. The Northwest Regional Educational Laboratory, on the other hand, is ready and willing to undertake such a task. Our investigation would indicate that the Lab is probably the only institution in the Northwest with the on-board personnel and expertise to undertake the task in the short timeframe available to us for accomplishing it. NIE has indicated their approval of NWREL as a subcontractor for this work.

Difficulties in negotiating the contract with the National Institute of Education have forced us to adopt an accelerated schedule for educational design and for subsequent production of the designed programming. Because of this limited timeframe, we hereby request an exemption from the competitive bid requirement of Alaska Statute 37.05.230, with regard to this contract. The amount of this contract is expected to approach $200,000.

AUTHORITY TO ENTER CONTRACT NEGOTIATIONS

TO: Department of Administration

FROM: Office of the Governor (Telecommunications) (Department) ; Charles M. Northrip (Name of Writer)

DATE: November 21, 1973

(This form must be executed prior to entering negotiations regarding personal services contracts, or negotiated contracts for other services, materials or goods, or construction, when the contract amount is for $1,000 or more in an annual period.)

It is the intent of the Department of Office of Telecommunications to negotiate a contract for the total amount of $ 200,000 for the period December 1, 1973 to June 30, 1974. The contract may be described as follows: (check appropriate blank)

( ) 1. Personal services contracts
2. Negotiated contracts as follows:
( ) (a) goods or materials contracts
( ) (b) construction contracts
(X) (c) services contracts which may not be considered "personal services"

The contract is for the accomplishment of the following purpose(s):

Curriculum design of ATS-F instructional programs. Major content areas are early childhood education, basic oral language development health education.

We intend to negotiate with the following persons or firms, listed in order of our preference:

1. Northwest Regional Educational Laboratory (Portland)
2. Center for Northern Educational Research (Fairbanks)
3.
4.

The concurrence of the Department of Administration is sought so that we may proceed to conclude the above contract.

CONCUR:

Department of Administration

Date:

02-180

INFORMATION FILE INDEX

INFORMATION FILE

PERSON REFERENCE
- Forms for Requesting Information

PROJECT REFERENCE
- Forms for Requesting Information

MATERIALS OR RESEARCH INFORMATION
- Forms for Requesting Information

AUDIOVISUAL AIDS (Materials)
- Forms for Requesting Information
- Article from The Northian Newsletter, No. 32, 12/72 "The Revolutionary Crusader"

AUDIOVISUAL DEPOSITORIES (TV, 16mm films, slides, transparencies)
- Address Lists

AUDIOVISUAL PUBLISHERS

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- Article from The Seattle Times, 5/25/73, "Welcome to Lelooska's Potlatch House"
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- Article from Integrated Education, January-February, 1973, "Attitudes of Eskimo School Children"
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- SINES Pronounciation Tape
- Article from Language And Thinking "The Young Child and LAT"

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- Paper by Lawrence P. Grayson "Education Beyond the Horizon"
- Article from The Northian Newsletter, Jan/Feb, 1972, "Technology in the North" and "Satellite Plan for TV in North Called Dangerous"

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CONSULTANTS (and people reference)

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- Article from Grade Teacher, April, 1972, "Early Education"
- Paper by Jerry Hammersmith "Curriculum ?"
- Article from Northian Newsletter, No. 33/34, Jan/Feb, 1973, "Mahjetahwin"

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DICTIONARIES
- Inupiat Eskimo Dictionary

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- Total Communication Handbook

INSERVICE TEACHER EDUCATION

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- Article from Northian Newsletter, Jan/Feb, 1972 "Schools and Programs Indian and Northern Curriculum Resources Project: Professor Acts instead of Talking"
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November 1973
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January 1972(2 copies)

MEMORANDUM OF UNDERSTANDING

between

Governor's Office of Telecommunications
Northwest Regional Educational Laboratory
University of Alaska Division of Media Services

regarding Consumer Committees

I. Role and responsibilities of Consumer Committees

A. The charge of these committees is to approve, disapprove, or alter the material presented to them at scheduled times by the NWREL.

B. The charge of these committees is to approve, disapprove, or alter samples of all characterizations and other designs of visuals and sets presented to them by KUAC.

C. The Consumer Committees are advisers to the Office of Telecommunications.

II. The Office of Telecommunications will provide, as requested by the Division of Media Services and/or NWREL, representatives of the Consumer Committees to furnish information and advice, as required between committee meetings.

III. The Office of Telecommunications will issue all invitations to meetings of the Consumer Committees.

February 11, 1974

TOPICS FOR THE DISCUSSION OF THE CONSUMER COMMITTEES

1. What the program areas are to be:

Early Childhood	Ages 3 - 5	1 per week time of day:
Oral Language	Ages 5 - 7	1 per week times:
Health Education	Ages 9 - 10	2 per week times:

2. What the media can do:
(film and narrative)

   Use of people
   Use of films
   Use of music
   Use of puppets
   Use of charts
   Use of animation
   (others)

3. What the groups (Native regional groups) have said they want for their children:

   A. Distribute lists to the Consumer Committees identifying educational concerns from Alaskan Natives
   B. Select priorities
   C. Discuss how they can be achieved and made a reality

4. General questions for discussion:

   A. If we are to appeal to young children, the program should have central characters.

   Discuss advantages of using: real people
   animals
   puppets
   others?

   B. If we want to use animals, which ones should be used?

   Which are most familiar within the Native communities? What do they mean?

   C. If we use Alaskans, do we use people real to the culture and move around to the various cultures, or do we use someone not identified or identifiable with with any one culture?

   D. If we use scenes or people from the villages, how do we select them and how do we assure a positive reinforcing characterization?

E. Other things the Committee members want to include:

Group discussions in:

Early Childhood	Oral Language	Health
Special questions: (prepared by each developer)	Special questions:	Special questions:

NKH/bg
1/28/74

Northwest Regional Educational Laboratory
Alaska Satellite Project

Survey of Needs of Children
by
The Consumer Committees

In 1972, the Alaska State Operated School System contracted with seven of the regional corporations to identify childrens' educational needs within the region. Excerpts from their findings are attached for reference.

Most of the groups listed the following kinds of needs. Do you agree that these things are important?

	Yes	No
CULTURAL NEEDS		
Need for understanding and appreciation of Native Culture		
Need for understanding outside culture		
HOME		
Respect for the home and parents		
Good experiences in the home		
SCHOOL		
Good feeling about schools		
School builds upon home experiences		
SELF (Emotional development)		
Feel good about self		
Feel good about family		
LANGUAGE		
Know Native language		
Speak English well		
SOCIAL		
Respect others		
Be responsible		

	Yes	No
PHYSICAL		
Learn to use body well		
Practice safe habits		
Good hygiene		
Understand the body		
INTELLECTUAL		
Learn basic skills		
Learn to think independently		
Learn to be creative		

Excerpts from "A Modest Proposal, An Expression of Children's Needs by People in Rural Alaska with Recommendations for Positive Change" submitted to Alaska State Operated School System and compiled by Alaska State Operated School System, Office of Child Development.

ALEUT LEAGUE

The school shall reflect the orientation of the home and build initial teaching on this framework.

The child will be able to use what he learns at school in his "outside" life.

The child will demonstrate a more positive self image evidenced by his willingness to try new tasks.

Later school experience will build on earlier home and school life evidenced by the child's quickness to understand new concepts.

BERING STRAITS NATIVE ASSOCIATION

Basic Elementary Skills, Hygiene and Swimming were all considered as the top priority needs. Swimming is a new area added to our children's need. Majority of the villages are located near the water area, ocean or river. Many accidents have been happening and each one of us consider swimming as a "need."

BRISTOL BAY NATIVE ASSOCIATION

I. Children will feel positively about their cultural background.
II. Children will have a positive attitude toward school/community/environment.
III. Children will have a sense of self-direction and independence.
IV. Children will develop some basic learning skills.
V. Children will have some degree of ability to speak effectively and creatively.
VI. Children will have begun to develop good health and safety habits.
VII. Children will show increased control of their muscles.

Early Childhood Development programs can and should serve as a place for preschool children to:

1) expand their experiences with others
2) learn about positive practices which help insure good health
3) learn to control their bodies
4) find adults they know and can trust to guide them in the public world
5) find rich and varied experiences necessary for achievement of their physical and intellectual potential.

Physical Development:

gross muscle coordination
fine muscle coordination
eye-hand coordination
general good health

Emotional Development:

feelings about self, peers, family
feelings about adults and the world in general
ability to accept and express own feelings
ability to accept the feelings of others

Social Development:

level of interaction with other children
(cooperation, helpfulness, sharing, play
interaction, sympathy and empathy)
degree of independence
ability to control own behavior
identification with appropriate sex role
attention span and persistence
leadership
responsibility

Language Development:

pronounciation
use of grammatical structures
vocabulary size
sentence length
comprehension
ease and skill of expression

Intellectual Development:

store of knowledge (factual information)
ability to plan and solve problems
curiosity
ability to categorize
familiarity with concepts such as color,
number, shape, size, time, etc.
ability to understand and use symbols
ability to make abstractions

Creative Development:

Imaginative uses of materials and language
ability to freely express self through art,
music, plastic media (clay, wood, sand, etc.)
and language
experience satisfaction through creative endeavors
appreciation of beauty

COPPER RIVER NATIVE ASSOCIATION

1. Children Must Be Able To Cope With Two Cultures;
2. Children Need To Have A Good Self-Image;
3. Children Need To Be Able To Communicate Both Verbally and Non-Verbally;
4. Every Need Of Each Child Must Be Met: Emotional, Physical, Intellectual, Social, Cultural, Etc.;
5. Parents' Sense of Responsibility Must Increase, and
6. Parents Need To Have More Understanding Of School Political and Community Systems.

NORTHWEST ALASKA NATIVE ASSOCIATION

The Needs of Our Very Young Children

1. Feel less afraid of going to school
2. Better prepared to benefit from kindergarten and primary experience
3. Improved manipulative, physical, cognitive skills
4. Personal hygiene
5. Know Eskimo language, tradition
6. Able to live and function in both Eskimo and non-Eskimo cultures

The Needs Which Must Be Met First

1. Able to live in both Eskimo and non-Eskimo cultures
2. Improved manipulative, physical, cognitive skills

SOUTHWEST ALASKA NATIVE ASSOCIATION

1. To gain positive understanding of both ways of living, pupils' home culture and that of the white culture.
2. To develop a healthy attitude toward teachers, especially toward Native teachers.
3. To stay healthy and to know how to take care of himself to prevent illness.
4. To gain enough use of the English language to get by in first grade.
5. To gain knowledge of learning tools used in a regular classroom.
6. To become aware of different bodily functions.
7. To gain healthy communication relationship with peers.
8. To gain understanding of personal property and that of others.
9. To gain proper attitudes towards learning.
10. To gain personal understanding of teacher-pupil relationship in and out of the physical plant of the preschool area.
11. To acquire muscle coordination needed to operate effectively at home and in school and also in the community, at fish camp, and the berry camp.

12. To gain hand-eye coordination to effectively be useful in the home and community and the school.
13. To gain necessary knowledge to follow directions.
14. To develop auditory skills.
15. To gain knowledge of the nutritional value of different kinds of food.

TANANA CHIEF'S CONFERENCE

1. Parents in the Tanana Chiefs region recognize the need to preserve the "unity" of each child in relation to his family and his community, thereby insuring a meaningful value system.
2. Parents know that their children must be able to cope with many cultures. They need to learn to cope with village life. and city life.
3. A good self-image is necessary for everyone.
4. Children need to be able to communicate, both verbally and non-verbally. Too many children in this region are unable to speak "good" English or "good" Native language or they can't speak or understand Native language at all.
5. Parents' sense of responsibility for their own children must increase.
6. The needs of every child must be met. Villages don't have access to money, materials, personnel, or facilities to provide for their children's needs.

Parents and teachers should communicate better. Twenty-three villages expressed this concern.

Too often parents and their children don't communicate well.

For too long, we have held the theory that because people could biologically become parents, they were psychologically prepared for parenthood. Seven communities expressed a need for sex education for their children, especially the teenagers.

People see education as a way to power, to self-determination.

In the Tanana Chiefs region, few adults under forty still speak and understand their Native language. Even fewer children are fluent in Athabascan.

Rather than having their children forced into the white society and its value system, parents want their children to know about both their Native culture and the white culture. Then children will be better prepared to take what they need from both cultures and to choose their own life styles.

"We want the Native tongue and culture taught. We want to learn old ways, crafts."

"The people would like the children to be taught both English and Indian."

"The students must learn to accept parents and families in both cultures and be taught to be proud of their culture wherever they are living."

"(Children need) exposure to enriching experiences. Most have little knowledge of the world outside of the village."

Bicultural programs must be developed. Athabascan culture and arts and crafts should be included in the bilingual program.

"Help the kids to understand that the way in the city is different than at home."

"Get (children) exposed to other surrounding villages."

"The students should have more books on their own culture in the school room."

Preschool Education

"We need some kind of program for the kids like Children's Cache or Head Start with a lunch program. First of all we need a place for the kids since most parents neglect their own kids. We need someone to help them learn their manners, to play with others, and learn to better identify themselves as real, like human beings. We need lunch program because most parents don't know how to feed the right kinds and amounts of food to the family. And also the child has to learn that there's more people in the world than just their parents. They need preparation for school."

Some villages have only a few preschool children, but still, are recognizing the need for some type of early stimulation and early "school" experience for these children.

HEALTH EDUCATION

1. Specifications for lesson objectives

To identify the series.
To identify factors of physical health.

2. Specifications for teaching strategies and techniques

a. Introduce the main characters. Define physical health. Establish the personalities and roles of the three main characters. Introduce Dr. Good. Illustrate healthy situations. Indicate alternatives to good health.

b. Physical Health - the state of an individual's well-being directly related to the functioning of the body systems, normalcy of growth, level of growth, level of energy, and the ability to resist fatigue.

Physical Growth - examples are gaining in height and weight, larger feet, bigger bones, and stronger muscles.

Mental Growth - examples are being able to read more difficult books, and solving more complex problems.

Social Growth - example is learning to better understand the feelings and attitudes of others.

Emotional Growth - example is learning to understand and deal with one's own feelings.

3. Description of story events

Millie, Rex Moose, and Charlie Beaver are introduced. They explain their roles. While establishing their characters and personalities, the series is introduced, Millie, Rex Moose and Charlie Beaver also talk to the doctor on the radio in order to introduce him also to the viewing audience.

The benefits of maintaining good health are seen in the form of two flowers growing.

Rex and Charlie illustrate some alternatives to good health.

Puppet 1 and Puppet 2 act as interviewer and interviewee in a segment at the conclusion of a snowmobile race. Puppet 2 is being interviewed as the winner of the snowmobile race, giving his reasons for winning as being healthy.

Charlie and Rex close the lesson.

4. Description of cultural setting

There is one setting for the entire series. The setting is a health aide's office. This will include a window, a couple desks and tables, and a radio for communications with the doctor. Props will include a stand-up scale, eye chart on the wall, and a microscope.

5. Description of characterizations

Millie, Rex Moose, Charlie Beaver, Dr. Good, Puppet 1 (as interviewer), Puppet 3 (cameraman), Puppet 2 (interviewee, snowmobile race winner).

6. Description of illustrations

4 graphics for "supers" -

1. physical health
2. social health
3. emotional health
4. mental health

1 graphic for activity that reads "HEALTH"

7. Essential dialogue

The dialogue is based on the lesson objectives. Each segment is dialogued to develop an illustration of a health concept. The dialogue creates a decision-making and problem-solving approach to learning.

8. Specification of type of materials

Model of a skeleton
4 "super" graphics
1 "health" sign
2 flowers

BASIC ORAL LANGUAGE DEVELOPMENT

1. Specifications for lesson objectives

Language Patterns: Given the oral or situational stimulus, the student will be able to say or give the proper response to the following language patterns.

Stimulus or Question	Statement or Response
	HELLO, I'M (Shirley Jones).
HELLO (Eevon),	HELLO.
WHAT'S YOUR NAME?	(Rod Dod).
(touching person or puppet)	THIS IS (Tryon).
(touching or holding object)	THIS IS A (balloon).

Focus Words: Shown the person, photo, object, or picture; the student will be able to name it while using it in the proper language pattern.

character's names
table
chair
balloon
spoon
hat
button

2. Specifications for teaching strategies and techniques

   a. (Shirley Jones) informally teaches astro children the English language with the help of the robot who is programmed to speak English.

   b. Each pattern is introduced sequentially. The astro children and viewing T.V. children audience respond. Language patterns are reinforced throughout program in different situations.

   c. Vocabulary is not isolated but always used in a phrase or complete sentence.

3. Description of story events

   a. (Shirley Jones) is walking down street in Fairbanks singing "Hello" to everyone (establishing shot and theme song -- same on every program). Space ship lands. Shirley goes to the space ship and introduces herself. The robot, after giving his name, introduces the astro children to Shirley. She gives the astro children each a balloon. She introduces them to new words by pointing out objects close at hand. This leads into the song which reviews the content of the program. (Rhythm of the song is essential to establish the correct inflection and timing.

b. The story is interspersed with two breaks in different settings to emphasize the language patterns and vocabulary.

c. Shirley informally talks to viewing audience about the program. She invites them to think and talk about what has happened and suggests things they can do and tells what might happen on the next program.

d. Interaction visit to each of the receiving sites and say "Hello" to the T.V. viewing audience in each village.

4. Description of cultural setting

a. Inside a space ship -- it is strange, but friendly, animated, charming set pieces, table, chairs, T.V. screen, panel of buttons, etc.

b. Interaction - receiving sites (village - school - classroom).

c. Break #1 - back-drop of a city street.

5. Description of characterizations

a. Shirley Jones: The name is arbitrary. Will probably use the name of the person who plays the part. Happy, animated, charming, warm, friendly (combination of Alice in Wonderland and Julie Andrews).

b. Rod Dod (robot puppet) has a deep voice but speaks with natural rhythm and inflection. Smart, easy going, happy, direct.

c. Tryon Astro (puppet) speaks slowly but with natural inflection, thinks slowly, uses movement of head to think before speaking.

d. Eevon Astro (puppet) is quick, fun, bright, clever, mischevious, creative, aggressive.

e. Tora Astro (puppet) makes mistakes (makes sounds before answering, uh, etc. sighs) eager to learn and happy to be taught.

f. Zeon Astro (puppet) is kind, gentle, helpful, big brother, knows all the answers.

g. Three men: very funny, slap-stick comedy men.

6. Description of illustrations

none. Real objects such as:

balloons, hats, chair, table, button, spoon.

7. Essential dialogue

As stated in lesson objectives. All essential dialogue will be spoken in natural conversational English. The stress, rhythm and inflection should not change when language patterns are repeated.

8. Specification of type of materials

a. All new materials

1. large picture hat for (Shirley).
2. large tote bag for (Shirley).
3. buttons on clothing of all characters.
4. six different colored balloons.
5. set pieces: table and chairs.
6. a spoon.
7. a large box with several different hats in it: cowboy hat, man's ordinary hat, baseball hat, straw skimmer, sailor hat, army hat, police hat, fireman's hat, ladies bonnet with flower

EARLY CHILDHOOD SERIES

A. Language area - Lower Tanana Athabaskan
    1. Subject community - Nenana

B. Program Format
    1. Puppets
        a. Songs
        b. Motor Skill Activity
        c. Cognitive Activity
    2. Photographs - 35mm Slides - 16mm Footage
        a. Legend
        b. Environmental Orientation
    3. Drawings - Art Pieces - Crafts
        a. Legend
        b. Cognitive Activity

C. Program Format Sequence
    1. Opening
    2. Song
    3. New Cognitive Activity
    4. Legend (Affective Activity)
    5. New Motor Skill Activity
    6. Song
    7. Closing

D. Specifications for Producer
    1. Specifications for Lesson Objectives
        a. Cognitive - The child will recognize his name printed in either Native or English

b. Psychomotor - The child will jump a series of jumps, keeping feet together, for a distance of 10 feet.

c. Affective - The child will recognize a stoyr as being a Native Alaskan legend and be able to recognize the story when shown drawings, photographs or art objects from the story.

2. Specifications for Teaching Strategies and Techniques

The puppets introduce the cognitive and motor skill activities and engage in activity that demonstrates the skills to the viewing classroom. They identify the community that is the central theme of the program and make comments aobut the legend and other affective activities that will stimulate interaction and inquiry between the various language and cultural groups.

3. Description of Story Events

Proper and Gertrude discover which communities have the satellite TV and want to hop around to say hello to everybody. Before they leave, they remind the children that their names are Proper T. Otter and Gertrude Goose. Gertie goes in her hanger to get something for the trip - she gets in the wrong hanger and Proper has to show her the name over the door. He makes a big deal out of her being able to recognize her name. They hop from community to community in rhythm to music. NOTE: Visuals should alternate between shots of the puppets - the community - the name of the community and whatever else will fit into the hopping rhythm of the music. The community where they end the hopping sequence is Nenana. They introduce the community and know a person who tells a legend (hopefully a story about traveling around). The legend is told in Lower Tanana Athabaskan (10 to 12 minutes). The visual for the legend will be a montage of drawings, sculptures, carvings, photographs and whatever to illustrate and give mood to the story. NOTE: Use sound effects if they make an artistic addition to the story but not redundant to the visual. Puppets return viewer to Fairbanks, comment on the visit to Nenana - remark that they will go back again in a few weeks, say things that might stimulate interaction between classrooms and end by getting the viewer excited about visiting Tanana for the next program.

4. Description of cultural setting

Nenana Lower Tanana Athabaskan

5. Description of characterizations

a. Puppets

1) Personification of a Twin Otter - Name of puppet: Proper T. Otter
2) Personification of a Grumman Goose - Name of puppet: Gertrude Goose

NOTE: Proper T. Otter is knowledgeable, wise, etc. Gertie Goose is more flighty and playful, but is no dummy. She can know things that Prop doesn't know.

b. Storyteller - As selected by the community

6. Description of Illustrations

As determined by the legend and the community

7. Essential Dialogue

Determined by the legend

8. Specification of Type of Materials

a. Photographs
b. 35mm Slides
c. 16mm Footage
d. Drawings
e. Art Pieces
f. Crafts

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April 23, 1974

HEALTH EDUCATION

The Consumer Committee for Health Education made the following corrections and decisions regarding the first six preliminary designs:

1. NWREL is assigned the task of naming the Moose and Beaver puppets. The names will be two syllables, sing-songy, and uncommon.
2. The set design will be that of a typical Health Aide's office.
3. The female moderator will assume the role of a Health Aide.
4. Every lesson will open and close in the setting of the Health Aide office.
5. Moose and Beaver will be visitors to the Health Aide's office posing problems and questions about health.
6. The doctor will visit the Health Aide periodically or be contacted by radio to answer health questions.
7. The Moose and Beaver puppets will be designed authentically and realistically.
8. The list of the 32 Health Education lessons to be originally produced is not necessarily the broadcasting sequence of those lessons.

The Health Education Consumer Committee devoted a lot of time previewing and discussing the mental health series "Inside/Out." Various lessons in the series are being considered for meeting the requirement of purchasing "canned" lessons. Committee members received an outline guide of the 30 "Inside/Out" lessons to study, review, and suggest to NWREL ten lessons for preview at the next Consumer Committee meeting.

It was suggested and urged that NWREL make every attempt to identify a list of "canned" lessons for the next meeting so the Committee can choose the relevant material and establish the broadcasting sequence for all 64 lessons.

HB/bg

H.9/PAGE 41

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The reasons for this is that these areas of health are particularly critical in Alaska and it will take more than one lesson on that topic to include all the relevant information.

The 32 purchased health lessons have not yet been identified. However, it is safe to assume that those lessons will cover the technical areas of health . . . especially physical health such as: the nervous system, the heart and its function, the brain, the circulatory system, etc. Other purchased lessons will cover the area of mental health such as dealing with emotions, feelings, values, etc. Some lessons will also deal with social health, community health, and safety.

The 32 originally produced lessons will be in the style of "Sesame Street." This means that the approach will be to deliver the health content and information in an entertaining fashion. This will be accomplished through the utilization of human talent and puppets. The main characters in the series are a Native woman who will act as a Health Aide and a moose and beaver puppet. The action will take place in a setting resembling a Health Aide's office. There will be various other puppets to illustrate different health concepts and a man to play the role of a doctor who visits the Health Aide's office periodically.

The ten minutes of interaction time with the target sites will be a question and answer period for reviewing and reinforcing the lesson's concepts.

Teachers will receive a teacher's manual for this series which will outline each TV lesson and offer suggestions for pre and post-viewing activities in health education.

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BASIC ORAL LANGUAGE DEVELOPMENT

Report - Consumer Committee Meeting - April 18, 19, 1974

The committee reviewed six preliminary designs drawn according to the specifications from the previous meeting. There was nearly a unanimous decision that the designs were appropriate for all the regions. One member felt that possibly the programs were too "commercial" and not culturally relevant. This was discussed and the committee decided that trying to put in too much so called cultural relevancy would alter the basic design and destroy its effectiveness. They felt that cultural relevancy would be best achieved by tying the language to the culture through the interaction portion of the program.

The use of hats of various sorts are a part of one of the programs. The committee suggested a change in this scene. They suggested the hats used be from the different cultural areas of Alaska, e.g., a beaver hat, a spruce hat and not just cowboy and fireman hats, etc.

Some drama people from the University acted out several of the scripts to give the committee a more real idea of what the programs will be like after they are produced. They worked very well and is a much better approach than having people try to visualize the programs by reading the scripts.

Puppet designs were discussed and Joe Princiotta made some sketches showing the different ways the puppets could look. The committee chose a basic design and told Joe to proceed along those lines subject to final approval of more concrete work.

General discussion of the basic design and philosophy of teaching language brought out some important points that support my approach. One of the most important points was brought to light during a discussion of the use of contractions. In the past people have learned to read English before they learned to speak it. None of the basic readers use contracions so people would learn to say "Who is this?" instead of "Who's this?" They would then speak by trying to visually remember the written words which creates the opportunity to confuse the order and say things as "Who this is?" Use of contractions and learning to speak before learning to read eliminates the possibility of this confusion. Another point brought out in the group was that is a native person speaks English in his community with the flow and syntax of standard English, he is chastized by the community for acting like a "white" person. So because of group pressure they receive their identity by speaking English in broken or substandard fashion.

Hopefully some of this will be aleviated during the interaction portion of the program when native children can hear other native children speaking in a standard way. Possibly this will help remove the connotation that speaking standard English takes away from a native person's identity.

WF/bg
5/8/74

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EARLY CHILDHOOD EDUCATION

Report - Consumer Committee Meeting - April 18-19, 1974

The committee met to review preliminary designs for the first six instructional television units aimed at preschool children ages 3-5. General discussion of the program goals and objectives brought out a concurrence of opinion that the committee's intent of the first meeting was built into the designs. Viewing time was discussed and the committee sent a resolution to the Office of Telecommunications requesting a time in the morning.

The design of the series as approved by committee resolution concerns the adventures of two puppet characters as they travel around Alaska. The characters are airplanes. The puppet airplanes will have eyes, and moveable mouth and wings so they can talk to each other and the children. They are designed to be similar to a Twin Otter and Grumman Goose. The Twin Otter will represent a boy and is named Propper T. Otter; the Grumman Goose will represent a girl and is named Gertrude Goose. Their adventures takes them to each community two times during the series. Each program will feature one community at a time. All 15 rural communities will be featured and one city (Fairbanks) making a total of 16 to represent the 32 programs. Each program will have three basic parts: (1) the puppets will show the children how to do simple exercises, learn colors, and other similar preschool activities; (2) a storyteller from each community will tell a story in the Native language of that village. While the story is being told, pictures, carvings and crafts will be shown on the TV screen that will help tell the story; (3) pictures of the community will be shown so the children can learn what things are like in other parts of Alaska. The pictures will show the community the special and interesting things that people do who live there. The story will be told in both the Native language and English. It is hoped that the children will listen to the stories in Native so that they will develop an interest in wanting to learn it.

The purpose of this series of programs is to help create an interest on the part of the whole community, parents, grandparents and school children to help preschool children learn something of their language and culture, and at the same time learn some things that will help them adjust faster and do better when they start school.

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5/8/74

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April 19, 1974

WHEREAS the ATS-F experimental programming in Early Childhood Education is presently scheduled for late afternoon Alaska time; and WHEREAS such scheduling places the programming in the early evening in Southeastern locations; and WHEREAS present scheduling conflicts with bus schedules, family activities, and school schedules; and WHEREAS the success of the Early Childhood Education program depends upon obtaining and maintaining viewership; THEREFORE the Early Childhood Education Committee respectfully petitions the Governor's Office of Telecommunications to consider rescheduling the Early Childhood Education series to coincide with the school day of the effected communities.

April 19, 1974
Date

Joyce Roberts
Chairperson
Early Childhood Education

REC'D MAY 30 1974

May 3, 1974

Mr. Doug Bryan
Northwest Regional Educational Lab
Room 105, 519 West 8th Street
Anchorage, Alaska 99501

Dear Doug:

Charlie and I have been discussing a procedure for insuring that our office and the KUAC staff have an opportunity to react to the material you are designing, well ahead of the consumer committee meetings. This will help avoid any last minute changes and unnecessary hassling of the consumer committees. We are suggesting the following list of steps as a method of alleviating this problem.

1. All lesson designs, preliminary or final, that are to be considered by the consumer committee will arrive at the Office of Telecommunications and KUAC not later than 5 days before the date of the committee meeting. They may all be submitted at one time or as completed.

2. If either KUAC or the Office of Telecommunications has any questions or reservations regarding the feasibility of producing any program or any portion of a program, they will alert the other two parties immediately by phone.

3. The NWREL, KUAC, and Office of Telecommunications personnel will be available for an all day meeting the day before the consumer committee meeting is to begin.

4. The NWREL, KUAC, and Office of Telecommunications will have a representative attending each of the consumer committee meetings.

If you have any comments or reactions to these procedures, please let us hear from you in the next couple of weeks. Otherwise we will consider them accepted and final.

Sincerely,

Rex

Rex Taylor
Education Experiment Manager
Office of Telecommunications

cc: Myron Tisdel

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Minutes of Health Education Meeting June 5-6, 1974

The third Health Education Consumer Committee was held in Fairbanks, June 5 and 6. Consumer representatives in attendance were William Morgan, Ron Solomon, Stella Hamilton, Victor Guthrie, Mary Mellick, Anna Smith and Ron Mallott as a replacement for Joe Notaro. The Health Education Consumer Committee meeting was also attended continuously at all times by one or more representatives of KUAC-TV, including: Frank Harriett, Myron Tisdel, Paul Hartman and Dick Dowling. Representatives from the Office of Telecommunications attended portions of the meeting.

The first event was the election of a new chairperson to replace Ron Solomon. It was unanimously decided that Ron Mallott be the chairperson.

The Health Education Consumer Committee then proceeded with their meeting according to the outlined Consumer Committee Meeting Agenda. The June 5th meeting ran from 9:00 a.m. to 4:00 p.m. covering points #1-4 of the agenda. Each of the four items were openly discussed and changed in order to reach final design decisions. All representatives and all agencies had an equal opportunity for designating changes at this time. When there was no further discussion, the Committee voted on the final designs with the changes and corrections specified.

The June 6th Health Education Consumer Committee meeting lasted approximately two hours to cover points #5-7 of the agenda. Included was the appointment of a representative for an "on call meeting to be set up in Fairbanks to review and consult with KUAC, NWREL and Office of Telecommunications for puppet construction and set construction." The chairperson, Ronald Mallott, was selected for this task.

In conclusion, the June meeting of the Health Education Consumer Committee resulted in four major decisions: (1) the final approval of puppets, set design, and characterizations, (2) the approval of 16 lessons as final designs for production, (3) the sequencing of 64 lessons, and (4) the selection of "Right On" as the title for the Health Education series.

As there were no further comments, criticisms, or objections from Consumer members or representatives of the three participating agencies (Office of Telecommunications, NWREL, KUAC-TV), the meeting was adjourned.

Holly Bruggeman

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Minutes of Basic Oral Language Development Consumer Committee
June 5, 1974 University of Alaska, Fairbanks

Attending: Sandra Chamberlain, Suzanne Perry (substituting for JoAnn Grimaldi), Eula Ruby, Christine Burgess, Harry Swenke, Myron Tisdel, Rex Taylor and Bernadine Featherly

The Basic Oral Language Development meeting was called to order by the Chairman, Sandra Chamberlain. Myron Tisdel told us that production would start on July 7. He explained that two of the puppets had to be cut out of the series due to production costs. Bernadine Featherly explained that the characters of the puppets would be of a girl who would be quick and make some mistakes, and a boy who would be slower and usually say things correctly. It was agreed that this would be acceptable. Their names would be Tora for the girl and Zeon for the boy, with Evon and Tryon being eliminated. This was agreed.

The Consumer Committee read and discussed designs for programs VII through XVI. Sandra Chamberlain liked Program XI because it included much action. Eula Ruby wondered why the song "Little Yellow Fellow" was repeated in so many programs. Mrs. Featherly explained that new lines were added each time as new colors were learned. The Consumer Committee asked about having "Little Yellow Fellow" animated. It was explained that production costs would make it prohibitive.

A tour was then conducted by Mr. Tisdel of the KUAC-TV facilities.

After the tour the use of colors was discussed. Mr. Tisdel was concerned about reception of colors other than the primary colors. It was decided that if a test pattern was used and the sets were easy to adjust, to go ahead and use all colors.

It was suggested that the CC members could help supply artifacts such as baskets, masks, etc., that are needed for the program. Mrs. Featherly should make a list of the items needed and it should be given to all CC members including those from the other programs. Rex Taylor approved this procedure and said his office would see that those members who were absent would receive the list, also. The CC members would attempt to locate and send these artifacts to KUAC for use on the programs. Credit will be given to those people loaning "props."

quite a few artifacts that they would probably be very willing to loan to KUAC for the programs.

Mr. Tisdel, in answer to a question about how closely KUAC would work with Mrs. Featherly, said that they would marry if need be to make sure that CC input would be carried out in the final production.

The group broke for lunch. THe CC decided to meet at the museum at 1:00 for a tour.

Mrs. Featherly told the group that the Shirley Jones character would not be the same person who would be doing the interaction. It was explained that the interaction portion of the program would originate from Juneau instead of Fairbanks. The CC, after much discussion and protest, finally accepted this decision.

The CC decided at this time to attempt to name the series, and suggested the following list of names:

Bold Alaska
Rod Dod
Amy and the Astros
Travels with Shirley
Rita and Rod Dod
Amy and Rod Dod
Adell, Rod Dod and the Astros
Talk, Tell and Travel
Amy Meets the Astros
Adell Talks with Rod Dod and the Astros
Talk with Amy and the Astros

Meeting was adjourned for the day with members asked to be thinking about a name and being able to make a final decision in the morning.

June 6

Meeting was called to order and took up again with the decision about naming the series. After much discussion and voting, the name finally decided on was "Amy and the Astros."

A person was selected to act as a consultant to KUAC for the summer. That person was JoAnn Grimaldi with Eula Ruby named as an alternate.

Meeting adjourned.

bg

Minutes of Early Childhood Education Consumer Committee Meeting

The first day of the meeting there were three members present. The second day, Joyce Roberts, chairman of the committee and Catherine Berry, committee member both arrived giving a quorum.

Each of the sixteen designs was reviewed in detail. The principle point of the discussions concerned educational content -- the objectives and the attitude with which they were presented. One of the teachers wanted to include more objectives in each program. The Early Childhood consultant from the State Department of Education and from State Operated Schools very strongly supported the designs as written and made many points about limiting the number of objectives that should be presented to children ages 3-5. The committee reached a consensus and approved the designs.

They discussed the legends and mentioned that many very fine stories were already documented and were libraried in the regional corporations. The committee made a resolution giving authority to select appropriate legends to the regional corporations. This is particularly important where no stories and story tellers are no longer available in the villages.

Walt Featherly

June 5, 1974

WTF/bg

Series BOLD

Program Number I

how are the kids to [illegible]

Attached script is approved.

Design Consultant
Northwest Regional Educational
Laboratory

Paul Hart

Project Manager, ATS-6
KUAC - TV

Ray Taylor

Educational Experiment Manager
Office of the Governor
Office of Telecommunications

[illegible] PRE-RECORDED VIDEOTAPE OPENING WHICH INCLUDES SPACESHIP LANDING [illegible] AND AMY'S "HELLO" SONG (APPROXIMATELY 1:30).

VIDEO	AUDIO	
DISSOLVE FROM OPENING VTR TO STUDIO SPACESHIP INTERIOR. ROD DOD, ZEON, & TORA BUSY SHUTTING DOWN EQUIPMENT. CONTROL PANEL LIGHTS FLASHING ON AND OFF.	SOUND:	ELECTRONIC EQUIPMENT
	PUPPETS:	(STRANGE VOCAL SOUNDS AS THEY COMMUNICA WITH EACH OTHER)
	AMY:	(OFF CAMERA, SURPRISED) WHAT'S THIS? IT LOOKS LIKE A SPACESHIP. WHERE DID
CUT TO AMY IN NEUTRAL SET AND FOLLOW AS SHE SEEMS TO WALK TOWARD SPACESHIP.		IT COME FROM? (AMY LOOKS PUZZLED AND MYSTIFIED). . .AND WHY DID IT LAND HE IN ALASKA?
CUT TO MOCK-UP OF EXTERIOR OF SPACESHIP. ROD DOD IS LOOKING OUT THE PORTHOLE. AMY WALKS UP TO PORTHOLE AND SEES ROD DOD WHO BECKONS HER TO ENTER.		OH. . .THERE'S A STRANGE CREATURE IN THE WINDOW! (APPROACHES PORTHOLE). . . WHY, I THINK IT WANTS ME TO COME IN! (TO CAMERA) HMMM, IT SEEMS TO BE FRIENDLY.(MAKES DECISION) I THINK I'L GO IN! (AMY WALKS OFF CAMERA)
CUT TO LIMBO SET TO SHOW SPACESHIP RAMP BEING LOWERED(SUGGEST MINIATURE SET) AS TRANSITION	SOUND:	HUM AS RAMP IS LOWERED
DISSOLVE TO INTERIOR OF SPACESHIP	PUPPETS:	(STRANGE NOISES, FRIENDLY GESTURES AS THEY BECKON AMY TO ENTER THE CONTROL ROOM)
	AMY:	(ENTERS HESITANTLY) OH! THERE ARE THREE OF YOU! HELLO! I'M AMY. (SHE WALKS TO ZEON) WHAT'S YOUR NAME?
	ZEON:	(MAKES STRANGE GARBLED SOUNDS)
	AMY:	(WALKS TO TORA) HELLO. . .WHAT'S YO NAME?
	TORA:	(STRANGE GIBBERISH)

	[illegible]	(DISAPPOINTED) OH DEAR, YOU DON'T SPEAK ENGLISH! (WALKS TO ROD DOD) WHAT'S YOUR NAME?
2-SHOOT OF AMY AND ROD DOD	ROD DOD:	(MAKES GARBLED NOISE WHICH SOUNDS REMOTELY LIKE "ROD DOD". KEEPS ADJUSTING KNOB ON HIS CHEST.)
	AMY:	(PERSISTENT) WHAT'S YOUR NAME?
CHEST SCREEN ON ROD DOD GETS WAVY LINES AND BREAK-UP. FINALLY CLEARS UP BEFORE HE SAYS NAME PERFECTLY	ROD DOD:	(CONTINUES TO TUNE THE KNOB AND TRYING TO ACHIEVE CLARITY WHILE SAYING HIS NA IT BECOMES CLEARER AND MORE UNDERSTANDABLE UNTIL IT COMES THROUGH LOUD AND CLEAR WITH A HUMAN QUALITY) ROD DOD! (HE IS PROUD, HAPPY AND EXCITED) HELLO AMY, HELLO AMY, HELLO AMY! I'M A ROBO I SPEAK ENGLISH. I'M PROGRAMMED TO SPEAK ENGLISH AND UNDERSTAND ENGLISH.
	AMY:	(AMY LOOKS RELIEVED NOW THAT SHE HAS ESTABLISHED COMMUNICATION) HELLO, ROD DOD. WHO ARE YOUR FRIENDS?
DIRECTOR: INTERCUT AMONG CHARACTERS AS THEY SPEAK	ROD DOD:	(TOUCHING ZEON) THIS IS ZEON ASTRO.
	AMY:	HELLO, ZEON.
	ZEON:	(HESITATES AND THINKS) HELLO, AMY.
	ROD DOD:	(TOUCHING TORA) THIS IS TORA ASTRO.
	AMY:	HELLO, TORA.
	TORA:	HELLO. (TORA PLAYFULLY TWEAKS ROD DOD CONTROL KNOB, CAUSING A TEMPORARY VIDEO BREAK-UP ON HIS SCREEN)

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ROD DOD: ([illegible], THEN ADJUSTS HIS TUNING KNOB) WE'RE FROM OUTER SPACE. WE HEARD THAT ALASKA IS A FRIENDLY PLACE. WE CAME TO VISIT AND FIND OUT MORE ABOUT ALASKA. . HOW YOU WORK AND HOW YOU PLAY. . .HOW YOU LIVE AND HOW YOU SPEAK. WE CAME TO MAKE FRIENDS WITH THE PEOPLE IN ALASKA. WE WANT TO BE FRIENDS WITH YOU. WOULD YOU HELP TORA AND ZEON LEARN ENGLISH?

AMY: OH, YES. I'D LOVE TO! WE'LL HAVE LOTS OF FUN PLAYING GAMES AND SINGING SONGS WHILE WE LEARN. AND NOW THAT WE KNOW ONE ANOTHER AND ARE FRIENDS, LET'S INTRODUCE OURSELVES TO THE CHILDREN OF ALASKA. I'M AMY. (TO ROD DOD) WHAT'S YOUR NAME?

ROD DOD: I'M ROD DOD. (TO TORA) WHAT'S YOUR NAM

TORA: TORA.

AMY: (TO ZEON) WHAT'S YOUR NAME?

ZEON: ZEON

WIDE SHOT AS AMY TURNS FROM PUPPETS TO TV AUDIENCE. ZOOM TO CU OF AMY AS AMY ASKS VIEWERS TO SAY THEIR NAMES. PUPPETS REACT WITH PLEASURE AS THEY SEEM TO HEAR VIEWERS GIVE THEIR NAMES.

AMY: (TO VIEWING AUDIENCE) NOW LET'S HEAR FROM ALL OF YOU! WHAT'S YOUR NAME? (PAUSE FOR SCHOOL VIEWERS TO ANSWER WITH THEIR NAMES)

AMY: VERY GOOD! NOW, ONCE MORE. WHAT'S YOUR NAME? (PAUSE AGAIN FOR VIEWER PARTICIPATION)

[illegible] INTERIOR

(VERY PLEASED) THAT WAS EXCELLENT! (SHE LOOKS AROUND INTERIOR, FASCINATED)

		ROD DOD, THIS SPACESHIP IS AMAZING! I'VE NEVER SEEN ANYTHING LIKE IT. . . ALL THE EQUIPMENT AND INSRTUMENTS. HO SO THEY WORK?
CHROMA-KEY SLIDE OF ALASKAN SUNSET IN VIDEO SCREEN	ROD DOD:	(TOUCHING VIDEO SCREEN) THIS IS A VIDEO SCREEN. (FLIPS IT ON) IT SHOWS PICTURES.
	AMY:	(IMPRESSED) OOOOH! THAT'S BEAUTIFUL!
CUT TO ROD DOD AND MOLECULAR SYNTHESIZER	ROD DOD:	(TOUCHING MOLECULAR SYNTHESIZER) THIS IS A MOLECULAR SYNTHESIZER.
	AMY:	A WHAT?
	ROD DOD:	A MOLECULAR SYNTHESIZER. JUST CALL IT "M.S." FOR SHORT.
ROD DOD PUSHES BUTTON WHICH OPENS M.S. A HELIUM-FILLED BALLOON FLIES OUT AND UPWARD. BALLOONS KEEP FLYING OUT, ONE BY ONE, ON CUE FROM ACTORS.	AMY:	HOW DOES IT WORK? (SURP[illegible] OOOOH! A BALLOON! (SECOND BALLOON COMES OUT)
	ALL:	A BALLOON! (THIRD BALLOON COMES OUT)
	TORA/ZEON:	A BALLOON! (FOURTH BALLOON COMES OU
	AMY:	(AMY TAKES IT BY THE STRING AND HOLDS I OUT) THIS IS A BALLOON. (GIVES BALLO TO ZEON) THIS IS A BALLOON.
	ZEON:	(STUDIES BALLOON AND SAYS DELIBERATELY) THIS IS A BALLOON. (AMY GIVES ANOTHER BALLOON TO TORA)
	TORA:	THIS IS A BALLOON.
	AMY:	(SMILES, TOUCHING TORA'S BALLOON) A BALLOON. THIS IS A BALLOON.
	TORA:	A BALLOON. (TORA HOLDS BALLOON OUT TO ZEON) THIS IS A BALLOON. (AS ZEON REACHES FOR THE BALLOON, TORA MISCHEVIOUSLY POPS IT, GIGGLING WITH GLEE.

	AMY:	(AMUSED) OH, TOPA. (GETS ANOTHER BALLOON FROM N.S. HANDS BALLOON TO ZEON) THIS IS A BALLOON.
	ZEON:	(WAVING BALLOON, SAYS DELIBERATELY BUT WITH NATURAL INTONATION AND RHYTHM) THIS IS A BALLOON.
MCU AMY AS SHE TURNS TO VIEWER VIEWERS AND HOLDS UP ANOTHER BALLOON.	AMY:	NOW EVERYONE HOLD YOUR BALLOON AND SAY: THIS IS A BALLOON.
PUPPETS REACT TO VIEWER RESPONSE	(PAUSE WHILE IN-SCHOOL CHILDREN HOLD UP INDIVIDUAL BALLOONS AND REPEAT PHRASE)	
MCU AMY HOLDING BALLOON	AMY:	GOOD! NOW LET'S SAY IT AGAIN: THIS IS A BALLOON.
PUPPET REACTION	(PAUSE FOR VIEWERS ONCE MORE)	
WIDE SHOT AMY & PUPPETS	AMY:	(HAPPILY) GOODNESS! YOU'RE ALL DOING SO WELL, YOU SHOULD GET A REWARD! LET'S SEE. . .HOW ABOUT WATCHING A FUNNY MOVIE ROD DOD, CAN YOU TUNE IN A FUNNY MOVIE ON THE VIDEO SCREEN?
CUT TO ROD DOD AS HE TWISTS AND ADJUSTS DIALS, KNOBS AND OTHER CONTROLS	ROD DOD:	FUNNY MOVIE. . .FUNNY MOVIE. . .FUNNY MOVIE. LET'S WATCH A FUNNY MOVIE.

(INSERT SLAPSTICK VTR - APPROX 1:00)

[illegible] [illegible] -KEY [illegible] [illegible] ENDS. PUPPETS [illegible] APPLAUD.	AMY:	(LAUGHING) THANK YOU, ROD DOD, THAT WAS REALLY A FUNNY MOVIE. (SHE IS INTERRUPTED BY A COMMOTION INSIDE THE M.S. CABINET) MY GOODNESS! ROD DOD, WHAT'S HAPPENING TO THE MOLECULAR SYNTHESIZER?
CUT TO ROD DOD AS HE MAKES ADJUSTMENTS ON M.S.	ROD DOD:	OPEN THE DOOR, AMY. (ADJUSTS KNOBS)
IT QUIETS DOWN.	AMY:	(OPENS DOOROF M.S.) A HAT! A HAT!
PUPPETS GATHER AROUND IN CURIOUS FASCINATION		HOW DID MY HAT GET IN THERE? (TAKES HER HAT OUT OF M.S. AND HOLDS IT UP) (A HARD HAT IS VISIBLE IN THE M.S.)
MCU AMY AS SHE PUTS HAT ON		THIS IS A HAT. (PUTS ON HAT) THIS IS A HAT. (AMY TAKES OFF HAT AND PUTS IT ON ZEON) THIS IS A HAT.
CU ZEON WEARING HAT	ZEON:	(TOUCHES HAT - VERY SERIOUS) THIS IS A HAT.
WIDE SHOT	AMY:	(TAKES HAT OFF ZEON & PUTS IT ON TORA) THIS IS A HAT.
CU TORA WEARING HAT 2-SHOT: TORA & ZEON	TORA:	(PRIMPING PLAYFULLY IN HAT) THIS IS A HAT. I'M AMY. (TO ZEON) WHAT YOUR NAME IS?
WISE SHOT PUPPETS AS AMY CORRECT TORA. ZOOM IN TO MCU AMY & TORA.	AMY:	(SMILES) ALMOST. WHAT'S YOUR NAME?
	TORA:	(STANDS CORRECTED BUT CHEERFUL) OH! (TO ZEON) WHAT'S YOUR NAME?
	(AMY SMILES & NODS. TORA SMILES BACK)	
	ZEON:	(ANSWERS DUTIFULLY) ZEON. (LOOKS AT AMY) WHAT'S YOUR NAME?

	AMY:	AMY. (TO TORA) WHAT'S YOUR NAME?
	TORA:	(BRIGHTLY) TORA!
	AMY:	VERY GOOD, TORA.
	ROD DOD:	(POINTS TO SCREEN) AMY, IS THIS A HAT
	AMY:	YES, THIS IS A HAT.
STUDIO CAMERA ZOOM IN TO BLANK SCREEN FOR FULL SHOT. DISSOLVE TO FIRST SLIDE WHEN READY.		(PULL-SCREEN SERIES OF SLIDES DEPICTING VARIOUS TYPES OF HEADGEAR WORN IN ALASKA ACCORDING TO SEASON AND REGION. AMY COMMENTS AND/OR MAKES PITCH ABOUT. . .)
		(MUSIC BACKGROUND ON ABOVE)
DISSOLVE TO CLOSE SHOT OF ZEON PUTTING ON SPACE HELMET	ZEON:	THIS IS A HAT.
	AMY:	YES, THAT IS A KIND OF HAT. VERY GOOD, ZEON.
DISSOVE TO WIDE SHOT OF AMY & PUPPETS. AMY IS WEARING A HARD HAT.	AMY:	(KNOCKING ON HARD HAT) THIS IS A HAT. IT'S A HARD HAT. WORKERS ON THE PIPELINE WEAR HARD HATS. FIRE FIGHTERS WEAR HARD HATS. HARD HATS ARE WORN FOR PROTECTION. (REMOVES HAT) I'LL JUST
CU OF TABLE AS AMY SETS HAT DOWN		PUT IT ON THIS TABLE. (TOUCHES TABLE) THIS IS A TABLE.
		(TORA'& ZEON'S ATTENTION WAS DRAWN TO HAT AND THEY ALMOST MISSED WHAT AMY SAID)
	AMY:	(SMILES UNDERSTANDINGLY AT TORA AND ZEON - TAPS THE TABLE LIGHTLY AND REPE THIS IS A TABLE.
	TORA/ZEON:	(FULL ATTENTION AND EAGER) THIS IS A TABLE.
WIDE SHOT AMY & PUPPETS	TORA:	(TOUCHING TABLE) THIS IS A TABLE.
	ZEON:	(TOUCHING TABLE) THIS IS A TABLE. (TA-PULL)
	AMY:	(CORRECTING) TABLE.

ZEON: TABLE. THIS IS A TABLE.

AMY: GOOD!

ZEON: (REACHES UNDER TABLE, GETS A SPOON, WAVES THE SPOON, GIBBERISH, HANDS THE SPOON TO AMY)

AMY: THIS IS A SPOON. AHA! THIS MAKES ME HUNGRY! (SHE MAKES EATING MOTIONS WITH SPOON) THIS IS A SPOON.

TORA: (REACHES INTO DRAWER AND BRINGS OUT A SPOON) THIS IS SPOON. (CATCHES HER MISTAKE) OOPS! A SPOON. THIS IS A SPOON.

AMY: (VERY PLEASED) VERY GOOD, TORA!

ZEON: (TAKING SPOON) THIS IS A SPOON.

AMY: (ELATED) GOOD, ZEON! YOU BOTH LEARN SO FAST. (LOOKS AT CAMERA AND HOLDS UP SPOON) NOW, EVERYONE HOLD YOUR SPOON AND SAY: THIS IS A SPOON.

CUT TO MCU AMY AS SHE HOLDS UP SPOON FOR IN-SCHOOL VIEWERS

PUPPETS REACT TO AUDIENCE RESPONSE

(PAUSE FOR AUDIENCE RESPONSE)

AMY: (TOUCHING TABLE) THIS IS A TABLE. (TO AUDIENCE) THIS IS A TABLE.

ALL PUPPETS POUNDING ON TABLE

(PAUSE FOR AUDIENCE TO REPEAT PHRASE)

AMY: (DELIGHTED WITH RESPONSE) OH, I'M SO HAPPY I FEEL LIKE SINGING. (TURNS TO PUPPETS) WOULD YOU LIKE TO LEARN A SONG? (TORA & ZEON DO NOT REACT AND AMY REALIZES THEY DON'T KNOW THE WORD "SONG") (SINGS TWO OR THREE NOTES)

		[illegible] MESSAGE AND [illegible] TO THE [illegible] MY SINGING)
[illegible] AMY & PUPPETS	AMY:	(SINGING WITH GUITAR ACCOMPANIMENT) IN ENGLISH WE SAY:
AMY PUTS ARM AROUND TORA		THIS IS TORA.
AMY PUTS ARM AROUND ZEON		THIS IS ZEON.
TORA & ZEON EACH PUT ARM AROUND AMY	TORA/ZEON:	(SINGING) THIS IS AMY.
ZEON TOUCHES ROD DOD	ZEON:	(SINGING) AND THIS IS ROD DOD.
CAMERA ON AMY AS SHE TOUCHES OR HOLDS EACH OBJECT WHILE SINGING	AMY:	(SINGING) IN ENGLISH WE SAY: THIS IS A TABLE.
PUTS HAT ON TORA		THIS IS A HAT.
HANDS ZEON THE SPOON		THIS IS A SPOON. . .AND. . .
GIVES ROD DOD THE BALLOON		THIS IS A BALLOON. (SPEAKING NOW) THAT WAS SO MUCH FUN, LET'S SING IT AGAIN.
WIDE SHOT AS THEY ALL SING	ALL:	(SINGING) IN ENGLISH WE SAY:
CAM. ON AMY TOUCHING TORA	AMY:	(SINGING) THIS IS TORA.
CAM. ON AMY TOUCHING ZEON		THIS IS ZEON.
ZEON & TORA TOUCHING AMY	ZEON/TORA:	(SINGING) THIS IS AMY.
CAM. ON ZEON TOUCHING ROD DOD	ZEON:	(SINGING) AND THIS IS ROD DOD.
WIDE SHOT AMY & PUPPETS	AMY:	(SINGING) IN ENGLISH WE SAY:
ALL TOUCH TABLE	ALL:	(SINGING) THIS IS A TABLE.
CAM. ON TORA TOUCHING HAT	TORA:	(SINGING) THIS IS A HAT.
CAM. ON ZEON WAVING SPOON	ZEON:	(SINGING) THIS IS A SPOON.
CAM. ON ROD DOD WAVING BALLOON	ROD DOD:	(SINGING) THIS IS A BALLOON.
CAM. ON AMY TOUCHING ROD DOD	AMY:	(SINGING) AND THIS IS ROD DOD.
[illegible] AS ALL HUG EACH	(END OF SONG)	
	ALL:	(VARIOUS ELECTRONIC SOUNDS, GIBBERISH, AND OCCASSIONALLY A WORD FROM AMY IN PRAISE FOR A JOB WELL DONE)
[illegible]	(AUDIO [illegible] OUT IN SYNC WITH VIDEO)	

[illegible] VIDEO [illegible] [illegible] IS KEY LIT WITH SPOTS. BACKGROUND IS DARK. CAMERA ZOOMS IN FOR HEAD AND SHOULDER SHOT. (NO FLAT LIGHTING!)	AMY:	(IN SUBDUED, BUT HAPPY MOOD) OH, WHAT WONDERFUL FRIENDS I HAVE! TORA . . . ZEON . . . ROD DOD . . . AND YOU!
	MUSIC:	(SNEAK IN LIVE GUITAR OR RECORDED BG)
	AMY:	(SLOW, DELIBERATE, POETIC) HERE IS SOMETHING TO THINK ABOUT AND TALK ABOUT. (PAUSE) WHAT IS A FRIEND? DO YOU HAVE A FRIEND? DOES YOUR FRIEND HELP YOU? WHAT IS YOUR FRIEND'S NAME? WHAT IS A NAME? DO YOU HAVE A NAME? DOES EVERYONE HAVE A NAME? WHAT'S YOUR NAME?
AMY MAKES ¾ TURN AWAY FROM THE CAMERA AND BEGINS TO WALK AWAY SLOWLY. CAMERA FOLLOWS, THEN LETS HER WALK OUT OF FRAME IN SYNC WITH FADE TO BLACK.	MUSIC:	(UP, THEN FADE SLOWLY IN SYNC WITH VIDEO FADE)
	SEGUE TO:	
DISSOLVE TO CLOSING VTR: SPACESHIP FLYING OVER FAIRBANKS, ETC. (SAME EFFECT OR FILM AS IN STANDARD VTR OPEN)	MUSIC:	(ELECTRONIC OR SPACE MUSIC AS IN OPENING.)
	SFX:	MIX JET OR ROCKET SOUND.
	ANNOUNCER:	(WITH SLIGHT ECHO EFFECT OR FILTER) AMY WILL BE BACK NEXT WEEK AT THE SAME TIME WITH HER FRIENDS FROM OUTER SPACE: ROD DOD, TORA, AND ZEON. MEANWHILE, HAVE FUN USING THE ENGLISH YOU LEARNED TODAY. AND REMEMBER . . . ALWAYS SMILE WHEN YOU SAY, "HELLO."
[illegible] TO BLACK	MUSIC:	(UP BRIEFLY, THEN DOWN AND OUT)

HEALTH EDUCATION

STANDARD INTRO

MWS MILLIE AT DESK TALKING TO DOCTOR ON THE RADIO. CHARLIE BEAVER AND REX MOOSE ARE INTRODUCED IN THIS OPENING SEGMENT. THEY ARE NOSEY, PEERING THROUGH THE WINDOW AT MILLIE, UNTIL SHE SEES THEM.

MILLIE: YES, DOCTOR. . . SHE'S MUCH BETTER TODAY. YES, I DID EXACTLY AS YOU TODD ME TO DO. . . YES, I GAVE HER THE SHOT. UH, HUH. NO, I DIDN'T THAT YET BECAUSE SHE SEEMS TO FEEL MUCH BETTER TODAY. . . I THINK SO. THE FEVER BROKE AND HER TEMPERATUR IS JUST ABOUT BACK TO NORMAL. ME TOO. . . I WAS QUITE WORRIED ABOUT HER. . .

CHARLIE: I THINK THIS IS THE PLACE, MAN. C ON REX. . . CAN'T YOU MOVE FASTER THAN THAT? YA GOTTA SEE THIS!

REX: I'M COMING, I'M COMING. YOU KNOW I'M SLOW, CHARLIE.

CHARLIE: COOL IT, MAN. LIKE STOP RIGHT THE WE DON'T WANT THE LADY TO SEE US.

REX: WHAT DO YOU MEAN "COOL IT." MY EY AREN'T EVEN UP TO THE WINDOW YET.

CHARLIE: YEAH, MAN. I UNDERSTAND. BUT THO FUNNY THINGS ON TOP OF YOUR HEAD RIGHT IN THE MIDDLE OF THE WINDOW WHY DON'T YOU TAKE THEM OFF? THA WOULD SOLVE ALL YOUR PROBLEMS AND THEN YOU'D BE ABLE TO PEEK THROUG THIS WINDOW AT THE LADY.

REX: I CAN'T TAKE THESE THINGS OFF MY HEAD, CHARLIE, AND I WOULDN'T WANT TO TAKE THEM OFF IF I COULD. IT TOOK ME YEARS AND YEARS TO GROW THIS RACK.

CHARLIE: LOOK OUT, MAN! I THINK SHE HEARD US

MILLIE: (VOICE OVER) (STILL TALKING TO DOCTOR) HMMMM. . THAT'S FUNNY. . .I JUST THOUGHT I HEARD SOME NOISE OUTSIDE THE WINDOW.

REX AND CHARLIE DUCK

IT MUST HAVE BEEN SOME KIDS RUNNING AROUND.

CHARLIE EASES BACK UP

NOW I HAVE ONE MORE QUESTIO FOR YOU, DOCTOR. IT'S ABOUT. . .

VOICE FADES

REX: (WHISPERS) DID SHE SEE US, CHARLIE?

CHARLIE: (WHISPERS) NO. IT'S ALL RIGHT. . . YOU CAN COM UP NOW.

REX EASES BACK UP

WE'RE JUST GONNA HAVE TO PLAY IT COOL, MAN. LIKE DON'T MAKE TOO MUCH NOISE AND MOVE AROUND A LOT

REX: I DON'T UNDERSTAND YOU, CHARLIE! IT TOOK US ALL DAY AND NIGHT TO GET HERE AND NOW YOU'RE AFRAID TO LET HER SEE US. (YAWN) AND NOW I'M GETTING TIRED.

CHARLIE: WHAT DO YOU MEAN, MAN? HOW CAN YOU BE TIRED? *I'M* NOT TIRED.

REX: OF COURSE YOU'RE NOT TIRED. THAT'S BECAUSE I LET YOU RIDE ON MY *BACK* THE WHOLE WAY.

CHARLIE: HEY, LOOK MAN! RIDIN' ON YOUR BACK

ISN'T ALL THAT EASY. IN FACT, IT WAS KIND OF BUMPY AND DANGEROUS. LIKE, I COULD HAVE FALLEN OFF MAN, AND CHIPPED A TOOTH OR BROKEN MY TAI

REX: WELL, YOU'RE JUST LUCKY I'M SUCH A NICE GUY TO COME WITH YOU ALL THIS WAY TO SEE THE HEALTH AIDE. AND I' *CUTE*, BESIDES.

CHARLIE: RIGHT ON! YOU MIGHT BE CUTE, BUT YOU SURE MOVE SLOWLY. I THOUGHT WE NEVER GET HERE, MAN, AND WOULD THAT HAVE MADE ME MAD.

REX: OH, YEAH?

CHARLIE: YEAH!

PULL OUT TO UNDER

REX: OH, YEAH?

CHARLIE: YEAH!

MILLIE (NO HEADSET) WALKS TO WINDOW AND OPENS IT.

MILLIE: IT LOOKS LIKE I HAVE VISITORS. . . HI THERE! I'M MILLIE, THE HEALTH AI

CHARLIE: OW WOW! NOW LOOK WHAT WE'VE DONE. SHE'S SEEN US.

MILLIE: OF COURSE I SAW YOU. (LAUGHS) YOU WERE RIGHT HERE IN MY WINDOW. YOU WERE MAKING SO MUCH NOISE! DIDN'T YOU WANT ME TO SEE YOU?

CHARLIE: WELL, NO MAN. LIKE, NOT YET.

REX: WHAT CHARLIE MEANS TO SAY IS THAT W TRAVELED A LONG WAY TO ASK YOU SOME QUESTIONS, BUT WE DON'T KNOW HOW TO ASK YOU.

MILLIE: OH! SO YOUR NAME IS CHARLIE? AND YOUR NAME IS . . .

REX: REX. . . REX MOOSE!

MILLIE: AND YOU CAME ALL THIS WAY TO ASK ME QUESTIONS? BUT, HOW CAN I HELP YOU

REX: WELL, YOU SEE, NICE LADY. . .CHARLI HERE, AND I CAME ALL THE WAY ACROSS THE TUNDRA TO ASK YOU SOME VERY IMPORTANT QUESTIONS ABOUT. . .

OH DEAR. . . OH, MY GOSH. . . HEY, CHARLIE, I FORGOT THE WORD!

SOUND OF THUNDER

FLASH GRAPHIC "HEALTH" SIGN ON SCREEN - SHORT BURSTS

CHARLIE: HEALTH, MAN. HEALTH! HOW COULD YO FORGET THAT?

MILLIE LOOKS UP AT IT. THE OTHERS FOLLOW HER GAZE.

SIGN DISAPPEARS.

REX: OH, I REMEMBER NOW. WE NEED TO KNO THE ANSWERS TO QUESTIONS LIKE WHAT KEEPS US HEALTHY, WHAT MAKES US HEALTHY, AND WHAT TO DO IF WE GET. "UNHEALTHY." UHHHH. IS THAT THE RIGHT WORD, CHARLIE?

CHARLIE: RIGHT ON! SICK, MAN, SICK! WHAT DO WE DO IF WE GET SICK?

REX: IN FACT, NICE LADY. . . I MEAN, UH, MILLIE, ME AND CHARLIE HERE WERE REALLY HOPING THAT YOU COULD TEACH US ALL KINDS OF THINGS ABOUT HEALTH SO WE CAN GROW UP AND BE HEALTH AI TOO, SOME DAY.

	MILLIE:	HHHMMMMM. HOW INTERESTING. WHAT MAKES YOU THINK I CAN ANSWER YOUR QUESTIONS FOR YOU?
	CHARLIE:	WELL, IT'S LIKE THIS. WE KNOW THAT YOU HAVE HAD HEALTH TRAINING, AND YO HAVE THAT RADIO THERE SO YOU CAN TA TO DOCTORS AND OTHER MEDICAL PEOPLE. SO, WE FIGURE ANY QUESTIONS THAT YO CAN'T ANSWER YOU CAN CALL SOMEONE ELSE TO GET THE ANSWERS. RIGHT ON? I MEAN, IS THAT RIGHT, MILLIE?
	MILLIE:	THAT'S RIGHT, CHARLIE. I HAVE HAD HEALTH TRAINING, AND I DO TALK TO DOCTORS AND OTHER MEDICAL PEOPLE ON THE RADIO QUITE A BIT. IN FACT, DOCTORS VISIT OUR COMMUNITY SOMETIMES. (RADIO BUZZES) EXCUSE ME.
FOLLOW MILLIE TO RADIO		(WALKS TO RADIO) HELLO....OH YES, DOCTOR. SHE'S DOING MUCH BETTER NO YES. . . NO, THAT'S NO PROBLEM. . . SURE. BY THE WAY, DOCTOR. I HAVE COUPLE FRIENDS HERE THAT I'D LIKE YO
FOLLOW MILLIE BACK TO WINDOW		TO MEET. OK. JUST A MINUTE. REX, WILL YOU TALK TO THE DOCTOR?
	REX:	GEE. I DON'T KNOW. I DON'T KNOW HOW TO OWORK THAT THING.
MILLIE CARRIES MIKE TO WINDOW, PUTS HEADSET ON REX	MILLIE:	I'LL SHOW YOU.
	CHARLIE:	OH, GO ON, MAN.

REX: OH. . .OK. . .HELLO?. . .I'M FINE, DOCTOR. . .CHARLIE AND I WERE JUST...

VOICE FADES. CONTINUES MUTTERING SOFTLY

REX TURNS FROM OTHERS. MILLIE MOVES CLOSER TO CHARLIE.

CHARLIE: MILLIE, REX IS KIND OF BASHFUL SOMETTIMES. HE'S NOT INTELLIGENT, BRAVE, AND SOPHISTICATED LIKE ME.

MILLIE: OH, CHARLIE. YOU'RE SO MODEST. I THINK REX IS REALLY NICE.

(REX'S VOICE COMES UP.)

REX: OK, DOCTOR. I REALLY ENJOYED TALKIN TO YOU, TOO. WOULD YOU TALK TO MY F FRIEND, CHARLIE BEAVER? . . .OK, JUS A MINUTE. CHARLIE.... THE DOCTOR WANTS TO TALK TO YOU.

MILLIE TAKES HEADSET AND MIKE

CHARLIE: NO, MAN. I DON'T NEED TO TALK TO THE DOCTOR.

MILLIE: OH, COME ON, CHARLIE. YOU'RE THE ONE THAT WAS TELLING ME HOW BRAVE, INTELLIGENT AND SOPHISTICATED YOU AR SURELY YOU CAN TALK TO THE DOCTOR.

CHARLIE: WELL, I DON'T KNOW. . . I'LL JUST WAIT UNTIL ANOTHER DAY. BESIDES, I'M HEALTHY, I DON'T NEED TO TALK TO THE DOCTOR.

MILLIE HOLDS HEADSET TO EAR. WALKS TO TABLE. PULL TO WIDER SHOT

MILLIE: DOCTOR? NO. CHARLIE SAYS HE'LL TALK TO YOU ANOTHER TIME. . .RIGHT. THANKS FOR CALLING. CHARLIE, THE DOCTOR SAYS HE HOPES TO SEE YOU WHE HE COMES TO OUR COMMUNITY.

CHARLIE: YOU MEAN HE COMES HERE? RIGHT ON!

MILLIE: THAT'S RIGHT. HE VISITS OUR COMMUNI TY OFTEN. MAYBE YOU'LL MEET HIM SOO HE SAID HE'LL BE FLYING OUT HERE ONE OF THESE DAYS.

REX: THAT'LL BE FUN. CHARLIE, THE DOCTO SOUNDED REAL NICE. . . .JUST LIKE A REGULAR PERSON.

CHARLIE: RIGHT ON! HE IS A REGULAR PERSON WITH SPECIAL TRAINING TO MAKE HIM A DOCTOR.

MILLIE: LISTEN, DO YOU MIND IF I ASK YOU TW A QUESTION? WHAT GOT YOU INTERESTE IN BEING HEALTH AIDES?

TO BLACK

CHARLIE: WELL, MAN, IT ALL STARTED ONE DAY WHEN. . . .

MWS CHARLIE IN LIMBO SET. DREAM-LIKE WOOD-LIKE OUTDOOR B G	CHARLIE:	OH, IT HURTS. OH HOW IT HURTS. (MOANS AND GROANS) (ENTER REX)
	REX:	WHAT'S THE MATTER LITTLE FELLA?
	CHARLIE:	HEY, MAN! I'M NOT A LITTLE FELLA. . I'M A BEAVER. CHARLIE BEAVER.
	REX:	OK. OK. AND, I'M NOT A MAN, I'M REX MOOSE. SO WHAT'S THE MATTER, CHARLIE?
CHARLIE NODS	CHARLIE:	WELL, MAN. . .I MEAN MOOSE. . .I WAS CHEWIN' ON A TREE BACK THERE AND WHEN IT FELL I DIDN'T GET OUT OF THE WAY FAST ENOUGH, SO IT HIT RIGHT ON.
	REX:	RIGHT ON WHAT?
	CHARLIE:	RIGHT ON MY TAIL! (MOANS AND GROANS
REX EXAMINES CHARLIE'S TAIL	REX:	OH DEAR. LET ME LOOK AT IT. (CHARL IS STILL MOANING) IT LOOKS ALRIGHT TO ME, CHARLIE. CAN YOU MOVE IT?
MOVES TAIL SLOWLY.	CHARLIE:	I'LL TRY, MAN. (MOANS AND GROANS AS HE MOVES HIS TAIL SLOWLY)
	REX:	GOOD! AT LEAST WE KNOW IT'S NOT BROKEN.
	CHARLIE:	BUT IT HURTS. (MOANS) I NEED A DOCTOR.
	REX:	BUT, CHARLIE. . .I DON'T KNOW ANY ANIMALS THAT ARE DOCTORS. I THINK ONLY PEOPLE CAN BE DOCTORS OR HEALTH AIDE

AND THERE

AREN'T EVEN ANY PEOPLE OUT HERE IN THE WOODS.

CHARLIE: THEN, LET'S GO TO THE NEAREST VILLAGE AND FIND A HEALTH AIDE.

REX: HEY! THAT'S A GOOD IDES. THEN MAYBE WHILE WE'RE THERE WE COULD FIND OUT IF WE CAN LEARN TO BE HEALTH AIDES, OURSELVES.

CHARLIE: RIGHT ON, REX! LET'S GO. (CHARLIE WALKS OFF SET FIRST WITH MOOSE FOLLOWING SLOWLY)(CHARLIE'S VOICE HEARD OFF CAMERA) HOW ABOUT GIVING ME A RIDE ON YOUR BACK.

REX: (WALKING OFF) OK, CHARLIE.

REX: (CTD)(LOOKS AT CAMERA)(SPEAKS TO CAMERA SO AUDIENCE CAN'T HEAR) I SURE AM A NICE GUY!

3-SHOT MWS CHARLIE, REX AND MILLIE IN MILLIE'S OFFICE	CHARLIE: SO, HERE WE ARE, MILLIE.
	MILLIE: GOOD. I'M GLAD YOU'RE HERE. BUT HOW'S YOUR TAIL, CHARLIE? (LOOKING AT TAIL) DOES IT STILL HURT?
	CHARLIE: WOW! IN ALL THE EXCITEMENT IN COMIN HERE, I FORGOT ALL ABOUT MY SORE TAI
	REX: IT'S ALRIGHT, MILLIE. AFTER THE LON RIDE ON MY BACK TO GET TO YOUR VILLAGE CHARLIE'S TAIL HAD TIME TO HEAL.
	MILLIE: WELL, YOU GUYS MUST BE TIRED. WHY DON'T YOU REST HERE WHILE I GO DO SOME ERRANDS. YOU CAN WATCH THE OFFICE WHILE I'M GONE.
	REX AND CHARLIE: OK!
	MILLIE: (WALKING OFF SET) SEE YOU LATER.
	REX: SHE'S A NICE LADY, HUH CHARLIE?
	CHARLIE: RIGHT ON! LET'S DO WHAT SHE SAYS AND GET SOME REST. AFTER ALL. . . SHE KNOWS WHAT'S BEST FOR US.
REX MOVES TO CHARLIE AND PUTS HEAD ON HIM	REX: (YAWNING) YEAH, I'M TIRED.
REX CLOSES EYES.	SNORES
	(LIGHT FADES TO BLACK)

MCU OF PUPPET 1 (BALD FEMALE) PUPPET 2 (BALD MALE). BOTH ARE BABIES IN LIMBO SET. LYING DOWN WITH BLANKET OVER THEM.

PUPPET 1: GOO, GOO. I'M A BABY. (LOOKS AT OTHER PUPPET)

PUPPET 2: GOO, GOO. I'M A BABY TOO. (LOOKS AT OTHER PUPPET)

PUPPET 1: (SITTING UP IN BED) WE CAN'T BOTH BE BABIES. YOU DON'T EVEN LOOK LIKE ME.

PUPPET 2: (SITTING UP IN BED) THAT'S BECAUSE I'M A BOY AND YOU'RE A GIRL.

PUPPET 1: HOW DO YOU KNOW I'M A GIRL?

PUPPET 2: I HEARD YOUR MOMMY SAY SO. SHE CALLED YOU SUSIE, AND SUSIE IS A GIRL'S NAME.

PUPPET 1: OH, GOOD! DOES THAT MEAN I'LL BE BIG LIKE HER SOMEDAY? THAT I'LL BE ABLE TO WALK AND TALK AND RUN AND WORK AND PLAY LIKE SHE DOES?

PUPPET 2: YEP! YOU'LL BE ABLE TO DO ALL THOSE THINGS AND MORE. BUT YOU HAVE TO GROW UP FIRST.

PUPPET 1: HMMMM. HOW DO I DO THAT?

PUPPET 2: THE BEST WAY IS BY STAYING HEALTHY.

PUPPET 1: (LOOKING AT SELF) HEALTHY? I'M HEALTH RIGHT NOW. I HAVE ALL THE WORKING BODY PARTS AND I FEEL GREAT!

PUPPET 2: GOOD! BUT IF YOU WANT TO GROW UP YOU HAVE TO KEEP YOURSELF HEALTHY. THAT'S A DAILY, FULL TIME JOB. IT MEANS EATIN THE RIGHT FOODS, GETTING PLENTY OF REST EXERCISING. . .

PUPPET 1: (INTERRUPTING) WAIT A MINUTE! WAIT A MINUTE! WHAT DO THESE THINGS HAVE TO DO WITH GROWING UP?

PUPPET 2: THEY GIVE US STRENGTH AND HELP US GROW STRONG AND TALL. BY BEING STRONG WE CAN FIGHT OFF GERMS THAT COULD MAKE US VERY SICK. IT'S NO FUN BEING SICK.

PUPPET 1: HHHMMM. IT SOUNDS LIKE IT'S GOING TO BE HARD TO GROW UP. GEEE, I NEVER WANT TO GET SICK! (NOISE OFF CAMERA LIKE FOOTSTEPS) HERE COME OUR MOMMIES WITH THE WHITE STUFF IN THE BOTTLES, AGAIN.

PUPPET 2: (EXCITEDLY) OH, GOOD!

PUPPET 1: WHY DOES THAT MAKE YOU SO HAPPY?

PUPPET 2: 'CAUSE THAT'S MILK.

: MILK IS ONE OF THE FOODS THAT HELP US GROW BIG AND STRONG.

PUPPET 1: SSSSHHHH. HERE THEY COME.

(PUPPETS LIE DOWN IN BED AGAIN)

(HANDS ENTERS AND PLACE BOTTLE IN PUPPET MOUTH) (PUPPETS GOO, GOO UNTIL BOTTLES ARE IN MOUTHS)

MWS MOOSE AND BEAVER IN HEALTH AIDE'S OFFICE, STILL SLEEPING.

(REX, YAWNING, WAKES UP. NUDGES CHARLIE. CHARLIE WAKES.)

REX: WAKE UP, CHARLIE, WAKE UP. I'M GONNA PLAY A GAME WITH YOU, OK?

CHARLIE: RIGHT ON! THAT SOUNDS GROOVY.

REX: IN THIS GAME I CAN'T SAY ANYTHING, BUT I CAN DO ACTIONS. THEN YOU HAVE TO GUESS WHAT I'M DOING OR WHAT'S HAPPENING TO ME.

CHARLIE: WOW! THAT SOUNDS LIKE FUN. . . I'M READY I GUESS.

REX: REMEMBER. . .I CAN'T SAY ANYTHING TO YOU. ALL I CAN DO IS SHAKE MY HEAD "YES" OR "NO WHEN YOU GUESS.

CHARLIE: YEAH, MAN. . .I GOTCHA. NOW GO AHEAD.

SFX: GUNSHOT

REX: (HE GRABS AT HEAD OR CHEST OR STAGGERS AROUND AS IF SHOT) (HE FALLS DOWN)

CHARLIE: OH, THAT'S EASY, MAN. YOU'RE JUST SLEEPIN (REX SHAKES HEAD "NO") HMMMM! "NO" HE SAID. HE'S LYING DOWN, HIS EYES ARE CLOSE BUT HE ISN'T SLEEPING. HMMMM. . . THERE WAS A LOUD NOISE. . .THEN REX GRABBED HIS CHEST. . .AND NOW HE'S LYING DOWN. AHA! I'VE GOT IT. YOU'RE DEAD, MAN. SOMEBODY SHOT YOU WITH A GUN. RIGHT, MAN?

REX: IT'S ABOUT TIME YOU GUESSED IT. I ALMOST FELL ASLEEP WAITING FOR YOU TO ANSWER.

CHARLIE: HEY, MAN. I DON'T KNOW IF I LIKE THIS GAME OR NOT. YOU KINDA SCARED ME BY PRETENDING TO BE DEAD LIKE THAT, MAN.

REX: GEEZ, I'M SORRY, BUT I WAS JUST TRYING TO SHOW YOU SOMETHING. THERE WAS A MORAL TO THE STORY.

CHARLIE: A MORAL?

REX: YEAH. YOU KNOW, A LESSON TO BE LEARNED.

CHARLIE: OH YEAH? WHAT'S THE MORAL?

REX: YOU CAN'T BE ALIVE IF YOU'RE DEAD! (LAUGHS)

CHARLIE: (TO CAMERA) OH BOY! . . . YOU KNOW REX, SOMETIMES YOU AMAZE ME.

BLACK AND UP QUICKLY ON SNOW FALLING. MWS ONE PUPPET ACTING AS RADIO ANNOUNCER. HEAD FOLLOWS SNOWMOBILES OVER FINISH LINE.	SFX:	CHEERING CROWD, WIND, SNOWMOBILES. UP AN UNDER.
	PUPPET 1:	YES, LADIES AND GENTLEMEN. . .STATION "S.N.O.W." IS HERE TO BRING YOU THE CONCLUSION OF. . .WHOOPS! THEY'RE OVER THE FINISH LINE NOW. (HE JUMPS AROUND EXCITE
	SFX:	CHEERING CROWD. UP AND UNDER.
	PUPPET 1:	AND . . .THE WINNER! YES, WE HAVE A WINN OF THE SNOWFLAKE SNOWY SNOWMOBILE RACE IN SNOWBOUND ALASKA. AND HERE'S THE WINNER NOW!
	SFX:	CHEERING CROWD
	PUPPET 2:	(HE ENTERS)(WAVING AND BOWING TO CHEERING CROWD)
	PUPPET 1:	SIR! SIR! EXCUSE ME, SIR. CAN YOU TELL US EXACTLY WHAT IT IS THAT MADE YOU THE WINNER OF THE SNOWFLAKE SNOWY SNOWMOBILE RACE TODAY? WAS IT THE SNOW CONDITIONS? OR WAS IT YOUR SUPER FAST MACHINE?
	PUPPET 2:	NONE OF THOSE, MY FRIEND, NONE OF THOSE. MY "HEALTH" MADE ME A WINNER TODAY.
	SOUND:	CROWD CHEERS. PUPPET 2 BOWS AND WAVES. UP AND OUT.
INSERT: PHYSICAL	PUPPET 2:	I HAVE FOUR KINDS OF HEALTH. FIRST, THERE'S MY PHYSICAL HEALTH. I HAVE GOOD PHYSICAL HEALTH BECAUSE I EXERCISE EACH DAY AND EAT A LOT OF THE GOOD FOODS AND I GET ENOUGH REST. THAT'S WHY I HAVE STRON BONES AND MUSCLES AND LOTS OF ENERGY.
149	SOUND:	CROWD CHEERS. PUPPET 2 BOWS AND WAVES. UP AND OUT

	PUPPET 1:	NOW WAIT A MINUTE. THAT CAN'T BE YOUR ONLY SECRET TO SUCCESS.
INSERT: MENTAL	PUPPET 2:	YOU'RE RIGHT. I'M GLAD YOU ASKED ME THAT QUESTION. I ALSO HAVE GOOD MENTAL HEALTH LIKE, I FEEL SURE OF MYSELF. WHEN I HAVE A DIFFICULT DECISION TO MAKE, I KNOW I CA MAKE THE RIGHT ONE. LIKE WHEN I'M OUT ON THE TRAIL, SOMETIMES THERE IS MORE THAN ONE TRAIL TO FOLLOW. MY MENTAL HEALTH HELPS ME CHOOSE THE RIGHT TRAIL TO FOLLOW.
	SOUND:	CROWD CHEERS. PUPPET 2 BOWS AND WAVES. UP AND OUT.
	PUPPET 1:	SO, YOU HAVE TWO SECRETS TO WINNING. . . GOOD PHYSICAL HEALTH AND GOOD MENTAL HEALTH. THERE YOU HAVE IT, FOLKS, FROM THE FINISH LINE OF THE . . .
INSERT: SOCIAL	PUPPET 2:	(INTERRUPTS) NO, MY FRIEND. THERE'S A THIRD SECRET. I AM SOCIALLY HEALTHY.
	SOUND:	CHEERS UP AND OUT. PUPPET 2 BOWS AND WAVE
	PUPPET 2:	I TRY TO UNDERSTAND HOW OTHER PEOPLE FEEL. YOU KNOW, LIKE WHAT MAKES THEM HAPPY OR SAD OR GOOD OR BAD. AND IF I TREAT THEM RIGHT BY HELPING THEM OUT ON THE TRAIL, THAT MAKES ME FEEL SOCIALLY HEALTHY.
	SOUND:	CROWD CHEERS. PUPPET 2 BOWS AND WAVES. UP AND OUT.
PUPPET 1 TRIES TO PUSH 2 OFF CAMERA	PUPPET 1:	VERY FINE, WELL, THERE YOU HAVE IT, FOLKS. THANK YOU FOR. . .
INSERT: EMOTIONAL	PUPPET 2:	AND DON'T FORGET. . .I'M EMOTIONALLY

		HEALTHY. I KNOW HOW TO HANDLE MY OWN FEELINGS. . .HOW I FEEL. LIKE RIGHT NOW, I'M HAPPY 'CAUSE I WON THE RACE AND I'M
PUPPET 2 EXITS		GOING TO BUY EVERYONE ICE CREAM CONES.
	SOUND:	CROWD CHEERS.
	PUPPET 1:	WELL, THERE YOU HAVE IT, FOLKS. THE FOUR KINDS OF HEALTH. NOW THAT'S WHAT I CALL A HEALTHY WINNER. . .
	SOUND:	CHEERS UP AND OUT.
	PUPPET 1:	AM I OFF CAMERA? IS THE CAMERA TURNED OFF? GOOD! HEY, YOU GUYS, WAIT FOR ME.
GO TO BLACK.		CAN I HAVE AN ICE CREAM CONE, TOO?

MS REX IN WINDOW.
HE'S SINGING.

REX: (SINGS) THE HEAD BONE'S CONNECTED TO THE NECK BONE. . . THE NECK BONE'S CONNECTED TO THE SHOULDER BONE. . .

CHARLIE: (WALKS OVER) COME ON, MAN. LET'S GO.

REX: I'M JUST SINGIN' THIS SONG ABOUT A SKELET (LOOKS AROUND) WHERE'S MILLIE?

INSERT: PHYSICAL,
MENTAL
SOCIAL
EMOTIONAL

CHARLIE: SHE HAD TO LEAVE TO CHECK ON A PATIENT. AND WE SHOULD LEAVE TOO SO WE CAN PRACTIC OUR FOUR KINDS OF HEALTH. (COUNTS, TAPPI TAIL) PHYSICAL HEALTH, MENTAL HEALTH, SOCIAL HEALTH, AND EMOTIONAL HEALTH. PRETTY COOL, HUH?

INSERT OUT

REX TURNS TO CHARLIE

REX: THE SHOULDER BONE'S CONNECTED TO THE BACK BONE. . .HUH? OH YEAH. FOUR KINDS OF HEALTH: PHYSICAL HEALTH, MENTAL HEALTH, SOCIAL HEALTH, AND EMOTIONAL HEAL BY THE WAY, CHARLIE, YOU KNOW WHAT A SKELETON IS?

CHARLIE: SURE, MAN. A SKELETON IS LIKE THE FISH BONES YOU FIND ALONG THE STREAMS, YOU KNOW, LIKE AFTER THE SEAGULLS EAT THE FIS ONLY THE SKELETON IS LEFT.

REX: YEP. THAT'S RIGHT. EVERYBODY HAS A SKELETON. . .EVEN MILLIE. MY SKELETON'S BIGGER THAN YOURS THOUGH!

CHARLIE: THERE YOU GO AGAIN, MAN. BRAGGIN' ABOUT HOW BIG YOU ARE. THE REALLY IMPORTANT THING ABOUT THE SKELETON IS THAT IT HOLDS TOGETHER OUR MUSCLES, ORGANS, AND SKIN.

AND SINCE IT'S MADE UP OF BONES, IT'S THE ONLY THING IN OUR BODY THAT'S REALLY HARD AND SOLID, EXCEPT OUR TEETH AND CLAWS. AND, OF COURSE, YOUR RACK.

REX: I KNOW, I KNOW. I'M NO DUMMY! OUR SKELETON IS LIKE THE FRAME OF A HOUSE. EVERYTHING IS ATTACHED TO THE FRAME. MY SKELETON IS LIKE A FRAME.

CHARLIE: MOOSE, YOU REALLY SURPRISE ME. YOU'RE ABSOLUTELY RIGHT. (LAUGHS) LET'S GO, MAN. WE CAN'T STAY HERE ALL DAY. LET'S GET OUR FRAMES, I MEAN OUR SKELETONS, MOVING. (CHARLIE LEAVES)

REX: OKAY. I'M COMING. (CONTINUES MUMBLING, WALKS OFF THE SET) THE BACK BONE'S CONNECTED TO THE HIP BONE. . .THE HIP BONE'S CONNECTED TO THE LEG BONE. . .
(VOICE FADES)
(LIGHTS FADE TO BLACK)

PAGE 1 MILLIE line 1	MILLIE:	YES, DOCTOR. . .SHE'S MUCH BETTER TODAY. YES, I DID EXACTLY AS YOU TOLD ME TO DO. . .YES, I GAVE HER 5 C. C. OF PENICILLIN. UH, HUH. NO, I DIDN'T DO THAT YET BECAUSE SHE SEEMS TO FEEL MUCH BETTER TODAY. . . I THINK SO. . .THE FEVER BROKE AND HER TEMPERATURE IS JUST ABOUT BACK TO NORMAL. ME TOO. . .I WAS QUITE WORRIED ABOUT HER. . .
PAGE 2 REX line 1	REX:	I CAN'T TAKE THESE THINGS OFF MY HEAD, CHARLIE, AND I WOULDN'T WANT TO TAKE THEM OFF IF I COULD. IT TOOK ME ALL YEAR TO GROW THIS RACK.
PAGE 4 REX line 6	REX:	WELL, YOU SEE, NICE LADY. . .CHARLIE HERE, AND I CAME ALL THIS WAY TO ASK YOU SOME VERY IMPORTANT QUESTIONS ABOUT. . .OH DEAR. . .OH, MY GOSH. . HEY, CHARLIE, I FORGOT THE WORD!
PAGE 9 REX line 5	REX:	HEY! THAT'S A GOOD IDEA. THEN MAYBE WHILE WE'RE THERE WE COULD FIND OUT WHAT IT TAKES TO BECOME A HEALTH AIDE.

Northwest
Regional
Educational
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Lindsay Building · 710 S.W. Second Avenue
Portland, Oregon 97204 · Telephone (503) 224-3650

RECD JUN 10 1974

June 7, 1974

Dr. Charles M. Northrip
ATS-6
Office of the Governor
Pouch A
Juneau, Alaska 99801

Dear Dr. Northrip:

This letter will serve as a preliminary report of accomplishments under our agreement with the Office of Telecommunications, signed and dated December 18, 1973.

As of this date, the following has been accomplished.

1. A search of the literature was completed as a basis of alternative goals and objectives for the following programs:

   Early Childhood Education
   Basic Oral Language Development
   Health Education

   From this search, tentative and alternative program goals were presented to consumer committees in Juneau, Alaska, on February 21-22, 1974. The consumer committees made the final selection of program goals. These are on file in our Anchorage office and copies were submitted to you with signed approval by committee chairpersons.

2. Six preliminary designs for each program were submitted to the consumer committees at their meeting in Anchorage on April 18-19. These preliminary designs were reviewed, slightly modified and approved for final design work. Authorization to proceed was signed by committee chairpersons. These are on file in our Anchorage office and copies have been submitted to you.

3. Six final designs and ten additional preliminary designs were reviewed, slightly modified and approved by the consumer committees at their meetings in Fairbanks, June 5-6, 1974. The committees also authorized the beginning of production of these programs. Some modifications are still needed in the area of health to meet

production requirements. These modifications will need to be submitted to the consumer committee members or their elected representative before production begins. Signed authorizations are on file in our Anchorage office. These will be forwarded to your office in Juneau.

4. Our contract was modified by your office to reduce the number of programs in Basic Oral Language Development to 32 instead of the original 64. In consideration of the work required to supplement these programs with additional teacher material, the amount of the original contract remained the same.

Attached to this letter is a completely revised production schedule reflecting the changes ordered by you and including all products included in the agreement.

We appreciate the opportunity to assist in this project. Your office and that of KUAC have developed a good working arrangement with us which should assure excellent productions. The consumer committees as coordinated by your office have been especially effective in their selection of alternatives, their input into the designs and their thoughtful review and approval procedures.

If I or members of the Anchorage staff can be of further assistance to your office in clarifying this report or modifying our schedules, please let us know.

Sincerely yours,

Norm

Norman K. Hamilton, Director
Curriculum Development Programs
Division

NKH:cc
Attachments
CC:- D. Bryan
M. Tisdel
L. Fish
R. Rath

NORTHWEST REGIONAL EDUCATIONAL LABORATORY
519 W. Eighth Avenue, Suite 205
Anchorage, Alaska 99501

Product development for:

Early Childhood Education	32 programs
Basic Oral Language Development	32 programs
Health Education	64 programs including selected commercial materials

Product	Date	Status
Program alternatives and goals (all programs)	February 1974	Met
Six preliminary designs (all programs)	April 1974	Met
Six final designs for all programs	June 1974	Met
Ten preliminary designs for all programs	June 1974	Met
Teacher's manual with the first half of the lesson descriptions together with viewing suggestions for all programs (This will include the commercial material to be included for health education)	August 1974	To be complete
Ten additional preliminary designs for each program	September 1974	To be complete
Ten final designs and six preliminary designs	October 1974	To be complete
Six final designs	December 1974	To be complete
Completion of second part of the Teacher's manual for mailing	December 1974	To be complete
Contract completed with progress report	January 31, 1975	

MEMORANDUM

State of Alaska
OFFICE OF THE GOVERNOR

TO: Dr. Norman Hamilton, NWREL

DATE: August 5, 1974

FILE NO:

TELEPHONE NO:

FROM: Rex Taylor Rex mp
Educational Experiments
Manager

SUBJECT: Systems for reporting progress in meeting milestones and financial expenditures.

Beginning with the reception of fiscal '75 funding we will be implementing a reporting system that will require your agency to provide us with financial status reports and work performed reports.

One financial report will be due every month, five days after the end of the previous month (i.e. the report for August will be due on September 9). Please provide lump sum amounts for salary payments for the period, benefits, travel, supplies, services equipment and overhead. Further breakdown will not be necessary, but we would like a separation between cash payments and committed amounts.

The work performed reports must be based on the milestone charts that you received at the meeting in Juneau on Monday, July 26. These reports should be mailed within (5) working days after the 1st and 15th of the month. The first one is due to be mailed five days after August 15. The report should take the form of marking-in or darkening the appropriate symbol on the milestone charts. If the milestone has not been met you should include an explanation of why it has not been met, what the alternatives are for getting back on schedule, which alternative you have chosen and why.

If you have questions regarding these reports please contact us as soon as possible.

REC'D AUG 05 1974

MEMORANDUM

SUBJECT: Coordination of Planning and Production

PRESENT: Northrip, Taylor, Hartman, Hamilton

DATE: Juneau, Office of Telecommunications, July 29, 1974

1. Music, specified

Designers are to select music for the entire series as soon as possible. If music is to be part of the program and/or taught, both words and music must be provided.

KUAC will provide as much music as they can. An effort will be made to get a piano for the studio and provide accompaniment for performers. This must be planned in advance.

NWREL will be responsible for clearances for music specified.

2. Music, canned

Designers will specify mood and other suggestions for bridge music or mood or background music. KUAC will select specific music from their standard libraries.

3. Props

Props include everything except visual illustrations. Props will be supplied by KUAC.

4. Visuals

KUAC will provide all of the visuals they can in the amount of time available from their graphic artist. Front loading as much of this work as possible will be advantageous, since the graphic artist will be heavily loaded by the Alaskan Native Newspaper later on.

NWREL will provide about 50 visuals at a cost not to exceed $1000 for all programs. The NWREL contract does not specify production of visuals and no responsibility can be implied.

5. Artifacts

KUAC will attempt to utilize all artifacts obtainable either from the villages or from the Fairbanks museum. Also the utilization managers in the villages and OT will attempt to collect and transport artifacts. NWREL will provide a back-up for the artifacts desired through colored 35 mm slides.

6. Scripts

Ten Health and six BOLD scripts are to be delivered to KUAC before September 1. These will include the standard introduction. Health scripts are to be expedited. Sign off will be by the designer, OT, Hamilton, KUAC. This will be simultaneous with NWREL sending scripts to OT and KUAC and Hamilton (if in Portland). Verbal approval will be by telephone. Signed approval of each agency will later be collected by NWREL for documentation files.

7. Objectives

Each script is to be accompanied by the objective(s) and evaluation statement. These will be for the use of the producer-director to assure emphasis of the important instructional content of each lesson.

8. Teachers manuals

NWREL will be responsible for preparing 50 teachers manuals for each series. These will be distributed according to the plan by OT.

NKH/bg
7/30/74

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
NATIONAL INSTITUTE OF EDUCATION
WASHINGTON, D.C. 20208

July 16, 1974

Dr. C. L. Buck, Director
Office of Telecommunications
Office of the Governor, State of Alaska
Pouch AC
Juneau, Alaska 99801

Reference: Grant OEG-0-73-2896;
Letter dated July 8, 1974

Subject: Request for Approval re Basic Oral Language Development Series

Gentlemen:

Pursuant to the information contained in the Reference letter, approval is given for the following:

1. Preparation of Ten (10) Oral Language Scripts to be delivered by August 30, 1974 at a cost not to exceed $750.00.
2. Construction of the necessary sets for the series, at a cost not to exceed, $1,000.

Very truly yours,

R. F. Wormwood

Raymond F. Wormwood
Contracting Officer
Contracts and Grants
Management Division

Northwest
Regional
Educational
Laboratory

ALASKA TELECOMMUNICATIONS PROJECT
519 West Eighth Avenue • Suite 205
Anchorage, Alaska 99501 • Telephone (907) 274-1639

July 11, 1974

To Those Concerned:

We have discontinued development of program designs for Early Childhood Education until August 31. Walt Featherly will be on 30 days terminal leave, but available to do incidental work on call. When the work unit is reinstated, the Laboratory will make other arrangements for the continued development of this program. However, we intend to hire Walt back on a program consultant basis as needed for scripts and production.

Sincerely,

Norman K. Hamilton
Director, Curriculum
Development Program Division

NKH/bg

REC'D JUL 15 1974

August 30, 1974

Dr. Lawrence P. Grayson
Program Production & Technology
National Institute of Education
Code 600
Washington, D.C. 20202

Dear Dr. Grayson:

In view of your telephone call of August 23 to me in which you communicated NIE's decision to continue support for Basic Oral Language Development and to suspend further support of Early Childhood Education, this office is now moving forward to implement that decision.

The production sub-contractor has been informed of the go-ahead for Basic Oral Language Development and we anticipate no difficulty in meeting projected schedules.

In light of the time, effort and expenditures that have gone into the Early Childhood series it would be most regrettable to scrap the program without an effort to utilize what has been done. Further, there is a genuine feeling among the people here that the series could be of real value to Alaska. For these reasons we would like to explore the possibilities of securing other funding and other means of using the series.

We would appreciate your reaction to the idea of action by the state in pursuing the completion of Early Childhood Education using funds from a different source. If you have any suggestions or questions I would be pleased to discuss them with you.

Sincerely,

C.L. Buck
Director

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Lindsay Building · 710 S.W. Second Avenue
Portland, Oregon 97204 · Telephone (503) 224-3650

August 28, 1974

TO	Charles Northrip
FROM	Norman K. Hamilton
SUBJECT	Early Childhood Education

The decision of NIE not to finance the Early Childhood Education Component has several implications for the Alaska Telecommunications Project.

One can speculate why the component may not have received as favorable a review as the others, even though we have not yet received the official reviews from NIE.* Although ECE is a high state priority, there is very little agreement even in Alaska as to what constitutes a good ECE program. Experts throughout the United States tend to be advocates of their own particular favored approaches to ECE, then tend to be critical of all other approaches.

A second problem with the model designed by NWREL and the consumer committee was that it relies heavily upon the legends selected by the various cultural groups represented; therefore, it was impossible to complete the designs in their entirety for early review. Reviewers could have been of the opinion that sufficient work simply had not been done to assure quality programs. This was a risk known to the consumer committee and developers. The decision was that the basic plan for the program had sufficient positive aspects to warrant the slight risk involved in having less precise program designs.

The positive aspects of the program as determined by the consumer committee were:

1. That the plan can alleviate some of the problems of isolation by providing a weekly communication to the villages through interaction.
2. It provides for peer group experiences by bringing the children together for a common experience which in turn would lead into additional interaction throughout the week.
3. It provides for active rather than passive learning through presentation of both cognitive and motor-perceptual activities.

---

*It is interesting to note that the Early Childhood Education component was also dropped by NIE from the Rocky Mountain AST-6 project.

4. It provides for interaction with parents through the studio teacher and among themselves.

5. It utilizes the unique cultural elements of the community in which the children live through presenting traditional legends.

If sufficient funds can be found, the reinstatement of the Early Childhood Education component as a half-year demonstration project should be considered. This decision should be made by October 1, 1974, so that telecasts can be ready by January 1975 for the spring semester. The money needed for the completion of the designs is very little since the initial work has been completed. The major work now is for actual production of the programs.

c
CC: Robert R. Rath
Lawrence D. Fish

September 26, 1974

Dr. Arthur Melmed
National Institute of Education
Code 600
Washington, D.C. 20202

Dear Dr. Melmed:

In late August we were informed by Dr. Larry Grayson of NIE's decision not to continue support for the Early Childhood Education segment of the Alaska ATS-6 project. The amount of money in question is $45,000.

This office communicated NIE's decision with regard to Early Childhood Education to the Early Childhood Education, Basic Oral Language Development, and Health Education consumer committees at their combined meeting on September 5 and 6 in Juneau. The attached resolutions were composed by the Early Childhood Education committee and concurred in unanimously by the combined consumer committee meeting on September 6, 1974.

Throughout the ATS-6 project in Alaska we have attempted to pay close and careful attention to the needs, desires, and indeed demands of the rural residents who are to be the recipients of the ATS-6 programming. The consumer committee reaction was, in our view, a predictable one since the committee had such a strong hand in developing the material for the program series. We are proceding to search for other sources and funds (thus far unsuccessfully) in order to reinstate the Early Childhood Education program within the Alaska ATS-6 project. We have discussed this action with Dr. Grayson and he has voiced his approval of such an approach.

Early this month Dr. Grayson informed us of the possibility that NIE would be unable to follow through on its decision to fund the additional $55,000 necessary to produce the Basic Oral Language Development programs. These programs passed a second NIE content review and we were told they would be funded in a phone call from Dr. Grayson in late August. It is our feeling that the reaction of the consumer committee to such news about Basic Oral Language Development would be even stronger and more severe and more critical of NIE than the reaction we experienced from the Early Childhood Education experience.

We sincerely hope that NIE will be able to fund the Basic Oral Language Development series within the Alaska ATS-6 project. We are presently allowing the program to proceed so that it can meet its scheduled air date of October 7, 1974. We will have to stop all work on the program shortly after that date if we are not assured of adequate funding to continue. Even our present actions with regard to the program may seriously jeopardize progress in other areas.

Sincerely,

C.L. Buck
Director

Enclosure

SUMMARY OF THE HEALTH EDUCATION CONSUMER MEETING

The fourth consumer committe meeting was held at the Breakwater Inn, Juneau, September 5 & 6, 1974. The following representatives were present for the Health Education meetings: Ron Mallott, Stella Hamilton, William Morgan, Victor Guthrie, Mary Mellick, Helen Pope, and Gloria Way. Dave Conyer, producer/director for "Right On," represented KUAC-TV.

This meeting allowed an opportunity for consumers to preview the final products prepared for "Right On" as a result of the committee's specifications for the design work. This included the teacher's manual for "Right On" lessons 1-32, the theme song ("Right On"), the Germ song, the first four originally produced TV lessons for "Right On," and descriptions of the video lessons chosen as "canned" material.

After viewing "Right On" lessons #1,3,5, & 7, committee members offered suggestions for future design work and scripting. The particular concerns of the committee were:(1.) to quicken the pace of the show by shortening segments and including more puppet skits, and (2.) to liven the lessons with more music. The music can be used for such things as character introductions, expression of feelings or mood, and setting descriptions.

There was no criticism of instructional content, use of puppets, characterizations, or settings. A brief discussion was held around the person chosen to be Millie, the Health Aide. It was agreed that Millie needs some "polishing" in delivering her lines, but she meets the committee's specified characterization.

Eight lesson designs were reviewed and approved with minor corrections and additions. The approved lesson designs were: Ears and Care, Eyes and Care, Frostbite and Cold Weather Hazards, Community Living, Cultural Awareness - Individual Differences, Pollution and Sanitation, Accident Prevention, and Recreational Safety.

A final discussion centered on evaluation. The committee agreed that if a State or Federal evaluation is not going to be conducted to measure viewers' acquisition of instructional content, then we should conduct our own evaluation. The committee entrusted me with making the decision as to the method and manner of evaluation.

Holly Bruggeman

Minutes - September 5, 1974

B.O.L.D. Consumer Committee   Juneau, Alaska

Attending: Sandra Chamberlain, Betty Huntington (substituting for JoAnn Grimaldi), Sandra Knapp, Ralph Eluska (substituting for John Shively), Gary Holthaus (evaluator), Sophie Sakar Robert Cowan (KUAC producer/director for B.O.L.D.), Rex Taylor, and Bernadine Featherly

The B.O.L.D. meeting was called to order by the Chairwoman, Sandra Chamberlain at 1:30, September 5, 1974. Since so many new people were present, introductions were in order. A brief review of the B.O.L.D. program was given. A brief description of the role of the Consumer Committee and its major decisions was given. Sandra Chamberlain read the goals which were formulated at the first Consumer Committee meeting. Bernadine Featherly explained that the funding for B.O.L.D. had been cut by N.I.E. The program was reinstated by N.I.E. upon receiving a favorable review report. The members looked at a copy of the Project Review Report. The members looked over the teacher's manual for B.O.L.D.

A general meeting was held at which time Charles Northrip explained the status of both the Early Childhood and B.O.L.D. programs. Two tapes for the Health Education program were shown.

September 6, 1974

The Consumer Committee reconvened at 8:30 a.m. The members of the committee read and discussed the designs for programs XVII through XXIV. Fishing methods were discussed quite extensively. Sandra Knapp said she felt that money and time were important concepts to include. It was decided to change "trout" to "grayling" as one of the examples of fish found in Alaska. Ralph Aluska felt the objectives were too basic. The other members did not support his objection.

Sophie Sakar expressed her desire to continue as the representative from Chuathbaluk. Because she has seven children she felt that her contribution to the Consumer Committee would be valuable. It was agreed that this was true. Sandra Chamberlain asked that a copy of all previous designs, the goals of the program, literature explaining the role of the Consumer Committee, and all other pertinent information be sent to new and substituting members.

The members were given a copy of the script for Program I. Bob Cowan said production on B.O.L.D. would start immediately. He gave a brief description and background of the person to play the part of Amy. Each member was given a schedule of forthcoming A.T.S.-6 transmission activities. The first program for B.O.L.D. is scheduled to be aired September 30th at 11:00 a.m. (Fairbanks/Anchorage time).

The members voted to approve designs XVII through XXIV. The B.O.L.D. Consumer Committee was then adjourned to reconvene in another general meeting.

Minutes of the Consumer Committee meeting, Early Childhood Education.

The Consumer Committee for Early Childhood Education met in Juneau on Thursday And Friday, September 5 and 6, 1974.

The following representatives were present either all or part of the meeting:

Shirley Wheeler	Tanana
Vivian James	Angoon
Kenneth Charlie	Minto
Neil Rosenthal	Craig
Albert Ivey	Fairbanks
Catherine Berry	Valdez
Anna Smith	State Operated Schools
Marilou Madden	Dept. Of Education
Norman K. Hamilton	NWREL
Myron Tisdel	KUAC
Rex Taylor and Chas. Northrip	Office of Telecommunication

The entire meeting on both days was spent in discussing the implication of the decision of the National Institute of Education not to fund the production of the Early Childhood programs over ATS-6.

Dr. Charles Northrip explained the history of the action of N.I.E. including:

1. Site visits by a review team in April of 1974
2. Decision of N.I.E. to drop the component in July, 1974.
3. Appeal and concurrence by N.I.E. to complete another review on the basis of documentation.
4. The submission of the Program Review Report to N.I.E. on July 12, 1974, for outside review.
5. The subsequent decision by N.I.E. not to reinstate Early Childhood Education.

Dr. Northrip told the committee that several alternatives could be open.

1. They could accept the N.I.E. decision and drop the program.
2. They could support the seeking of additional funds in the amount of $45,000 to reinstate the program. (This would have to be by October 1, 1974, and for the second half of the programs only.)

Copies of the Program Review Reports which had been prepared by NWREL were distributed. Marilou Madden complimented NWREL on the quality of the report. She then reviewed for the committee possible alternative funding sources.

The committee selected Catherine Berry as Chairperson pro tem. Chairper Berry asked the pleasure of the group. The group then passed two resolutions regarding the Early Childhood Education components. (see attachment)

Chairperson Berry presented both resolutions to the combined committees for the entire project. Committee representatives made two points:

1. The programs as planned by the consumer committee represented the needs and desires as seen by the duly selected representatives of the participating villages.
2. The representatives from the various villages were appointed to represent the village in the entire project, not just that committee on which they served.

Therefore, it was deemed proper for the representatives to speak on any aspect of the entire project.

It was further stated that the committees felt N.I.E. acted improperly in eliminating the Early Childhood Component without directly consulting the Consumer Committee.

The combined consumer committees then unanimously voted to endorse both resolutions as passed by the Early Childhood Education Committee and to urge each member to make the situation known in their communities and with any affected group of which they were a member.

Juneau, Alaska
September 5 and 6, 1974

RESOLUTIONS BY EARLY CHILDHOOD EDUCATION CONSUMER COMMITTEE

Resolution 1.

The Consumer Committee favors the reinstatement of the Early Childhood Education components and directs the Office of Telecommunications to seek all possible funding sources for this purpose.

Resolution 2.

A. Whereas the various Alaskan villages included in the ATS-6 experiment have duly selected representatives to act as consumer committees, and

B. Whereas, the consumer committee has designed a series of programs in early childhood education, and whereas, these programs are needed and designed in the rural communities because they will:

a. Benefit children in conceptual development.
b. Assist children in growing in motor perceptual skills.
c. Assist parents and teachers in understanding good child growth and development activities.
d. Assist children and other viewers in gaining respect for the family and their own cultural groups by the presentation of locally selected legends in traditional languages, and

Whereas, the National Institute of Education has withdrawn funding from the Early Childhood Education Component.

Be it therefore resolved that we as representatives of communities in the ATS-6 experiment do hereby urge the Office of Telecommunications to seek substitute funding to reinstate the Early Childhood Education component, and further,

That these programs be reinstated for the second half of the school year beginning telecasting in January, 1975, and further,

That all persons associated with the project make this resolution know to their respective groups and assist in seeking funds.

Passed unanimously by the combined consumer committees at their meetings in Juneau, September 6, 1974.

MONDAY: PROGRAM 1

HEALTH TOPIC: General Health (Introduction to this TV series)

CONCEPT: Individual well-being is dependent upon the body systems of physical health, mental health, social health and emotional health.

OBJECTIVES: As a result of viewing the program, the learner will be able to:

1. Identify the characters in this series
2. Verbalize examples of good health

VIDEO EPISODE: Rex Moose and Charlie Beaver travel to the village health aide's office.

PRE-VIEWING ACTIVITIES: Before viewing the program, utilize inquiry methods to encourage students to give examples of good health. List these examples on the chalkboard.

VIEW TO FIND: In this television program there is a snowmobile race. Let's find out if any of our examples of good health have anything to do with the winner of the race.

POST-VIEWING ACTIVITIES: Discussion:

1. What words best describe Rex Moose, Charlie Beaver and Millie?
2. Utilize inquiry methods to enlarge the examples of good health stated on the chalkboard during the pre-viewing activities.
3. What examples of good health did the winner of the snowmobile race demonstrate?

FRIDAY: PROGRAM 2

ENRICHMENT ACTIVITY: "Inside Me"

This program enlarges the viewer's concept established in last Monday's lesson that: Individual well-being is dependent upon the body systems of physical health, mental health, social health and emotional health.

Further optional activities for this program will be found in Appendix A, page 35.

TEACHER'S MANUAL

This manual will provide you with a general overview of the program series of 32 lessons. It will also provide you with suggestions of what to do before and after each program to assist your children in consistently developing good listening and speaking habits in the English language.

Organization of Program Units

There are 32 program units. Each program unit consists of the televised program itself, two pre-viewing lessons, one post-viewing lesson and an evaluation.

The program unit should be presented in a five-day teaching sequence:

Lesson A - Pre-viewing activities
Lesson B - Pre-viewing activities
Lesson C - 20 minutes which is pre-recorded and televised
10 minutes live interaction
Lesson D - Post-viewing activities
Lesson E - Post-viewing activities

Each lesson is designed for one-half hour of instruction. One-half hour a day of your Language Arts curriculum should be devoted to the Basic Oral Language Development Program Units for enrichment of the oral language development of the English speaking child or for teaching the native speaking child English as a second language.

1st Day: LESSON A 30 minutes	. . . . . . PRE-VIEWING ACTIVITIES
2nd Day: LESSON B 30 minutes	. . . . . . PRE-VIEWING ACTIVITIES
3rd Day: LESSON C 30 minutes	. . . . . . TELEVISION VIEWING
4th Day: LESSON D 30 minutes	. . . . . . POST-VIEWING ACTIVITIES
5th Day: LESSON E 30 minutes	. . . . . . EVALUATION

Program Unit I

OBJECTIVE 1: The learner will be able to verbally respond to the given stimulus.

Typical Stimulus	Typical Response
HELLO.	HELLO, I'M (HELEN).
HELLO (HENRY)	HELLO.
WHAT'S YOUR NAME?	(HELEN).
(touching person or puppet)	THIS IS (HENRY).
(touching or holding object)	THIS IS A (HAT).

OBJECTIVE 2: Shown the person, photo, object or picture, the learner will be able to name the following while using them in an acceptable or appropriate language pattern.

character's names
table
balloon
spoon
hat

OBJECTIVE 3: The learner will be able to identify a hat traditionally worn in his geographical area.

OBJECTIVE 4: The learner will identify objects by classification.

OBJECTIVE 5: The learner will form a generalization about a group or set.

LESSON A
(Pre-Viewing Activities)

MATERIALS:
A hand puppet
A hat for each student with his or her first name on it

FIRST ACTIVITY:

1. Greet each student. Say: HELLO (MARY).

SECOND ACTIVITY:

1. Use a hand puppet. Ask him: WHAT'S YOUR NAME?
2. The puppet responds: (DAN)
3. Repeat three or four times. The last time put a hat on his head.
4. The puppet asks you: WHAT'S YOUR NAME?
5. You ask each student: WHAT'S YOUR NAME?
6. After each student responds, give him his hat.

THIRD ACTIVITY:

1. Have a student come to the front of the class. You and the puppet take his seat. The puppet, other students and you ask the student in front of the class: WHAT'S YOUR NAME?
2. The student in front of the class responds: (MARY)

FOURTH ACTIVITY:

1. Have the students form a line. The first student in line and you form a bridge with your arms. The other students walk under the bridge.
2. The bridge comes down over a student. You and the student who is helping form the bridge ask the student you caught: WHAT'S YOUR NAME?
3. The student who is caught responds: (MARY)
4. Repeat steps 2 and 3 several times.
5. Repeat steps 1-4 several times. (Have other students help form the bridge.)

FIFTH ACTIVITY:

1. Hold up the puppet. Model the language pattern several times. THIS IS (DAN).
2. Give the puppet to each student. Each student holds it and says: THIS IS (DAN).

SIXTH ACTIVITY:

1. Three students and you form a circle. Another student stands in the center. Everyone in the circle touches the student in the center and says: THIS IS (MARY).
2. The student in the center changes places with a student in the circle. Everyone in the circle touches the student in the center and says: THIS IS (JIMMY).
3. Repeat 2 until everyone in the circle has been in the center at least once.
4. Have the rest of the class form circles of four with a student in the center. They do and say as was demonstrated in 1, 2 and 3.

LESSON B
(Pre-Viewing Activities)

MATERIALS:

A balloon for each student
A hat (made from construction paper) for each student
A spoon for each student (different kinds and sizes)
A hand puppet
A large frame to simulate a TV screen

FIRST ACTIVITY:

1. The puppet says to each student: HELLO (MARY).
2. Each student responds: HELLO (DAN).

SECOND ACTIVITY:

1. Go out of the room. Knock on door. A student answers it. Say: HELLO, I'M (YOUR NAME). WHAT'S YOUR NAME?
2. Student responds: (MARY).
3. Have the class say: PLEASE COME IN.
4. Have a student go out of the room and repeat 1, 2 and 3.
5. Have other students go out of the room in turn and repeat 1, 2 and 3.

THIRD ACTIVITY:

1. Hold up a balloon and model several times: THIS IS A BALLOON.
2. As you give each student a balloon, say: THIS IS A BALLOON.
3. You hold up your balloon and model once more: THIS IS A BALLOON.
4. Students hold up their balloons and echo: THIS IS A BALLOON.
5. Have groups say: THIS IS A BALLOON.
6. Call on individual students to say: THIS IS A BALLOON.
7. Repeat steps 1-6 with hats.

FOURTH ACTIVITY:

1. Have the students form a circle. You stand in the center. Go over to a student, put your hand on (his) shoulder. Say: THIS IS (JIMMY).
2. You go outside the circle. (Jimmy) stands in the center. He goes over to a student, puts his hand on (her) shoulder and says: THIS IS (MARY).

   He then goes out of the circle. Continue in this manner until there is no one left in the circle.

FIFTH ACTIVITY:

1. Touch a table and model several times: THIS IS A TABLE.
2. The students touch their tables and echo: THIS IS A TABLE.
3. Repeat and drill 1 and 2.
4. Follow the procedure in the Fourth Activity with spoons.

SIXTH ACTIVITY:

1. Say: IN ENGLISH, WE SAY:

   Teach each student as you say: THIS IS (MARY). THIS IS (JIMMY). Etc.

2. Repeat: IN ENGLISH, WE SAY:

   Touch or hold each of the following objects as you say:
   THIS IS A TABLE.
   THIS IS A HAT.
   THIS IS A SPOON.
   THIS IS A BALLOON.

3. Have the class say with you: IN ENGLISH, WE SAY:

   Each student touches the student next to him and says: THIS IS (MARY).

4. Give each of the following to each student: hat, spoon, balloon.

   Have the class say with you: IN ENGLISH, WE SAY:

   Everyone touches a table and says: THIS IS A TABLE.

   Everyone holds up each object and says: THIS IS A (HAT

   Repeat the above with spoon, balloon.

SEVENTH ACTIVITY:

1. Stand behind a large frame that simulates a TV screen. Say: HELLO BOYS AND GIRLS IN (NAME YOUR VILLAGE).
2. Students respond: HELLO (YOUR NAME).
3. Have a student stand behind the screen and say: HELLO BOYS AND GIRLS IN (YOUR VILLAGE).
4. Group responds: HELLO (MARY).
5. Repeat 3 and 4 several times. Have different students say the parts each time.
6. Again stand behind the frame and say: I'M (YOUR NAME). HELLO BOYS AND GIRLS IN (YOUR VILLAGE).
7. Group responds: HELLO (SHIRLEY JONES).
8. Choose the group who will respond during the interactio of Program I. Practice steps 6 and 7 with them several times.

LESSON C
(TV Viewing)

MATERIALS:

A balloon for each student (Tape them to the back of the students' chairs so that they won't play with them during the program.)
A plastic spoon
A hat unique to your locality (Use a picture if the hat is not available.)

VIDEO TOPIC: Amy, an Alaskan, makes friends with visitors from outer space

MOTIVATION: Suggested teacher statements:

Listen for these words: hello, hat, balloon.

Look for a girl named Amy.

Look for a hat that looks like this.

If you look and listen very carefully, you are going to find out something very exciting about Amy's friends.

TV VIEWING: During the video presentation on your TV set, Amy will ask: "What's your name?" You and your students should respond verbally.

You will be asked to say:
THIS IS A BALLOON.
THIS IS A SPOON.
THIS IS A TABLE.

INTERACTION: Select a small group of students to say "Hello" to the person conducting the interaction.

AFTER VIEWING: Suggested teacher questions:

What did Zeon and Tora learn to say?

Did you see this kind of hat?

What did you find exciting about Amy's friends?

What is a friend?

Do you have a friend?

Does your friend help you?

What is your friend's name?

What is a name?

Do you have a name?

Does everyone have a name?

What's your name?

LESSON D
(Post-Viewing Activities)

MATERIALS:
An object for each of the new focus words you choose for this lesson
Puppets of Rod Dod, Tora Astro, Zeon Astro
Photos of Rod Dod, Tora, Zeon and Amy
A hat
A spoon
A balloon
A hat unique to your locality (Use a picture if the hat is not available.)

FIRST ACTIVITY:
1. Sing the theme song: "Hello!" (See Appendix I)

SECOND ACTIVITY:
1. Ask puppet of Rod Dod: WHAT'S YOUR NAME?
2. Each student asks Rod Dod: WHAT'S YOUR NAME?
3. Rod Dod touches puppets of Zeon and Tora and says:
   THIS IS TORA ASTRO.
   THIS IS ZEON ASTRO.
4. You touch a student and say: (Last name optional)
   THIS IS (HELEN JACKSON).
5. Each student touches the student next to him and says:
   THIS IS (HENRY LOMACK).

THIRD ACTIVITY:
1. Discuss the purpose of hats.
2. Show and discuss the hat unique to your locality.

FOURTH ACTIVITY:
1. Follow the procedure in Fourth Activity, Lesson B, to introduce two or more new focus words. Choose words you feel fit the needs of your students.

FIFTH ACTIVITY:
1. Give each student an object. (Use objects for the focus words.)
2. Touch a student and say: THIS IS (MARY).
3. Hold up an object and say: THIS IS A (BALLOON).
4. Each student touches the student next to him and says:
   THIS IS (MARY).
5. And then holds up the object and says: THIS IS A (SPOON).

SIXTH ACTIVITY:
1. Introduce dialogue #1.

SEVENTH ACTIVITY:
1. Use photos of Rod Dod, Tora and Zeon Astro and Amy. Have the students say with you: IN ENGLISH, WE SAY:

   They point to each photo and say with you:
   THIS IS TORA.
   THIS IS ZEON.
   THIS IS AMY.
   AND THIS IS ROD DOD.

2. Give each student one of the following objects: hat, spoon, balloon and objects for the focus words introduced in this lesson.

   Have the students say with you: IN ENGLISH, WE SAY:

   Everyone touches a table and says: THIS IS A TABLE.

   As you point to each student, he holds up his object and says: THIS IS A (HAT).

3. Sing the song: "In English, We Say."

LESSON E
(Post-Viewing Activities and Evaluation)

MATERIALS:

- A paper sack with an object in it for each student (Use objects for the focus words.)
- A photo of each of the program characters
- A blindfold or large paper sack
- A ditto sheet of hats for each student

EVALUATION

To evaluate Program Unit I refer to the objectives stated on page 15. Select from the following activities those which will demonstrate to you the learner's ability to perform the behaviors stated in the objectives.

FIRST ACTIVITY:

1. Zeon asks you: WHAT'S YOUR NAME?
2. You respond and then ask a student: WHAT'S YOUR NAME?
3. That student responds and asks the question of the student next to him. Continue in chain dialogue.

SECOND ACTIVITY:

1. Place the photos of the program characters face down on a table.
2. Each student turns over a photo and says: THIS IS (ZEON ASTRO).

THIRD ACTIVITY:

1. Give each student a paper sack with an object in it. Each student takes the object out of his sack, holds it up and says: THIS IS A (SPOON).

FOURTH ACTIVITY:

1. Give each student a ditto sheet of hats. Have the students point to each hat and say: THIS IS A HAT.
2. Have the students color the hat found in their locality.

FIFTH ACTIVITY:

1. Have the students form a circle. You stand in the center, put on a blindfold (or put a paper sack over your head), walk over to a student, touch him and say: THIS IS (JIMMY).

   If you guess wrong, the students simply say: NO.

   You repeat the above language pattern until you guess the correct person.
2. Repeat 1 with each student.

SIXTH ACTIVITY:

1. Sing the song: "In English, We Say."

SEVENTH ACTIVITY:

1. Introduce *See and Say Book #1*. You go through the *See and Say Book* while all the students watch and listen.
2. Have a student go through the *See and Say Book* while all the other students watch and listen.

Lesson E (continued)

3. Have another student go through the See and Say Book while the student who did it in Step 2 listens and the rest of the class goes on to Step 4.

4. Some of the students practice Dialogue #1 while some of the students use the Language Master (with the help of an aide if possible).

5. Rotate the students until each student has had an opportunity (sometime before Lesson E of the next Program Unit) to do each of the following:

   a. Go through the See and Say Book

   b. Take part in the Dialogue

   c. Use the Language Master

DIALOGUE #1

Props: Hand puppets of Rod Dod, Tora and Zeon Astro.

Scene: Rod Dod knocks on door. Three children go to the door. Child One opens the door.

Rod Dod: HELLO, I'M ROD DOD. WHAT'S YOUR NAME?

Child One: (MARY MORRIS). PLEASE COME IN.

(touches Child Two)

THIS IS (JIMMY JOHNSON).

Rod Dod: HELLO, (JIMMY).

Child Two: HELLO, ROD DOD.

(Child One touches Child Three)

Child One: THIS IS (JANE SMITH).

Rod Dod: HELLO, (JANE).

Child Three: HELLO, ROD DOD.

Repeat the above dialogue two more times. Zeon Astro and then Tora Astro taken the part of Rod Dod. Each time three different students take the parts of the children.

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sent to Rex Taylor

BASIC ORAL LANGUAGE DEVELOPMENT

Report - Consumer Committee Meeting
Anchorage, Alaska - October 31, 1974

A general meeting was held at 1:00 P.M. At that time everyone viewed Program V of Amy and the Astros and Program XIII of Right On. Because there were a number of new people present Rex Taylor introduced staff members involved with the project.

Consumer Committee members for Health Education and Basic Oral Language then met separately. One half of the committee members for Early Childhood Education met with the Health Education committee and the other half met with the B.O.L.D. committee. Attending the B.O.L.D. meeting were:

Sandra Chamberlain - McGrath - Chairperson
Kathi Kortie - Angoon
Violet Nusunginya - Nenana
Shirley Wheeler - Tanana
Betty Huntington - Galena
Kenneth B. Charlie - Minto
Catherine Berry - Valdez
Marie Landrum - Yakutat
Sophie Sakar - Chuathbaluk
Ivan Gambell - AMU (guest)
Lee Clune - Fairbanks
Sandra Knapp - S.O.S.
Rex Taylor - Office of Telecommunications
Paul Hartman - KUAC
Bob Cowan - KUAC
Dr. Norman Hamilton - Northwest Reg. Ed. Lab.
Glenna Northrip - NWERL
Bernadine Featherly - NWERL

The Consumer Committee members were generally dissatisfied and disappointed with the Amy and the Astros program they saw. However Kathi Kortie said the students in Angoon really like the B.O.L.D. programs and respond enthusiastically to them. She also said she noticed the students there are starting to use complete sentences in their responses.

The committee members were especially disappointed with the puppets. Sandra Chamberlain told Joe Princiotta that there is such a difference in the quality and creative endeavor of the puppets for Right On and the the puppets for Amy and the Astros that it is difficult to believe that the same person made them. She also said that the puppets did not meet the specifications of the design agreed upon at the April meeting in Anchorage. Some criticisms of the puppets were: They look old and ugly rather than cute and space-like as shown in the sketch of the design agreed upon. Rather than metallic space suits the puppets have pink and blue baby buntings with over-sized gloves. They do not have removable space helmets. There is little or no difference between the girl and boy. The puppets, especially the robot, do not have enough mobility. Joe Princiotta said that if the consumer committee gave him a list of the changes they wanted he would do his best to make those changes. The committee members immediately wrote a detailed list of changes to be sent to Joe.

Bernadine Featherly gave each member a copy of designs for programs 25 through 32. The committee members were asked to read them over before reconvening the next morning.

November 1, 1974

The discussion of Amy and the Astros program continued Friday morning. Following are some of the suggestions and changes the committee members asked to see incorporated in future programs: There should be music accompaniment for the songs. They would like to see the puppets have more mobility and be featured more. They were generally dissatisfied with the choice for Amy. They said she appears to out-stage the puppets. She seems too polished and yet unnatural and is not warm and friendly. They suggested that Amy speak to the puppets in a warm friendly manner and not one word at a time. It was also suggested that her dress be more casual and that she sit down occasionally. They felt that the programs should have a story line with more interludes. It was suggested that the children viewing the programs be asked to send in drawings which could be used for both the produced program and the interaction. It was decided that the children should send their drawings to Juneau. Bob Cowan said he would be very grateful if the committee members would send him slides of things of interest in their communities.

Some of the committee members said they were asked to report that the students were inattentative during the interaction portion of the programs. They said the children enjoyed the legend. Rex Taylor explained that they were having a great deal of technical difficulties with interaction. He also said that slides of the students and their communities were presently being taken to be used for the interaction and when needed for the produced program. Several members asked that there be a 3 - 5 minute break between Right On and Amy and the Astros to allow for the classes to change in schools where several classes use the same monitor.

Marie Landrum read the story events for program design #25. Lee Clune suggested that the program could be made more child directive if the Astro children showed the situational pictures and discussed them with Amy. Lee Clune said that he felt the scope and sequence of the designs were well done. Bernadine asked the members if there were any other changes or suggestions they wished to make on the designs. There was none so Sandra Chamberlain called for a vote for final approval of the designs.

Rex Taylor asked that, if the members of the committee supported the continuation of the programs, they write a letter to this effect to N.I.E. The committee voted, wrote, and submitted such a letter. Several members also wrote and submitted individual letters.

The chairpersons gave a report of their group meetings at the general meeting. The consumer committee members were complimented and thanked for their help, enthusiasm and committment to the programs. Sandra Chamberlain said that even though there would be no more formal meetings they would be very willing to continue to be involved and offer their input, however, and whenever necessary.

BF/kc
11/8/74

REC'D DEC 26 1974

Northwest
Regional
Educational
Laboratory

Lindsay Building · 710 S.W. Second Avenue
Portland, Oregon 97204 · Telephone (503) 224-3650

December 23, 1974

Dr. Charles M. Northrip
Satellite Experiment Coordinator
Office of Telecommunications
Office of the Governor
Pouch AC
Juneau, Alaska 99801

Dear Charles:

I showed our Board of Directors segments of BOLD Program 11 and the Health Program on Family Life, at their quarterly meeting on December 19. Dr. Fish, although on medical leave, came to the meeting to see the presentation. The Board includes five members from Alaska. These are Marshall Lind, State Commissioner of Education; Bob Van Houte, Executive Director of the NEA Alaska; Dr. Charles Ray, Dean of the School of Education at the University of Alaska; Mrs. Rita Millison, Elementary School Principal, Anchorage; and Dr. Bill Marsh, Director of Research, Anchorage Borough School District. All of these were in attendance. Equivalent members were present from other states in the Pacific Northwest.

The Board expressed much interest in both programs. We ended up seeing almost all of both, because of expression of more interest.

Comments and reactions to BOLD:

> The Board was impressed with the obvious teaching orientation of the program.
>
> I asked them if the goals of the programs were apparent. Their answer was emphatically, yes.
>
> They commented on the coordinated elements of the programs, i.e., slapstick segment, demonstration, inclusion of authentic dolls.
>
> They were very positive to the teacher's manual which integrated the television program within a total instructional sequence.
>
> A bilingual Spanish-English Chicano teacher from Woodburn, Oregon, commented favorably on the obvious efforts of the program to fix the language patterns through repetition. Also she commented most favorably upon concrete demonstration of every new sentence and/or vocabulary.

I was asked if we ever introduced sentences or vocabulary in the abstract. I assured them, never.

The Board was impressed (and I think surprised) with the professional quality of the production—effects, improvisation, etc.

Following were the reactions to the Health program:

The pattern of presenting a general concept with Rex and Charlie and repeating in with the muppets was well received.

They thought the amount of information presented was about right.

They liked the setting very much and were supportive of the use of humor.

One member asked how the sophisticated humor and modern expressions were received in the villages. He accepted my explanation that this was well received and that even though some students might miss some of the nuances of some humor, they followed the sequences well and appeared to understand the concepts.

They were impressed with the puppets, the professional quality of the puppeteers and the pacing.

There were no negative reactions to either program. The ~~B~~oard was pleased that NWREL had been a part of the project.

After the meeting, the entire cassette was played and several members of the staff saw the two programs. Their comments were favorable. Again I felt that they were almost surprised at the quality.

I consider each about the best example we have of the programs. I shall enter this cassette in our archives along with other records of the project.

Sincerely,

Norman K. Hamilton, Director
Division of Curriculum Development
Programs

NKH:cc

MEMORANDUM

State of Alaska

TO: Dr. Charles Northrip

DATE: May 30, 1974

FILE NO:

REC'D JUN 0 4 1974

TELEPHONE NO:

FROM: Marshall L. Lind
Commissioner of Education

SUBJECT: ATS-6

This memo will serve as official notification that the Department of Education will assume responsibility for the teacher inservice training component of the ATS6 educational experiment.

I have created a task force to provide the planning, organization and design of 32 halfhour televised segments for teachers and administrators in the ATS-6 footprint. The task force will call on your office for technical assistance and advice, and will keep you informed of its progress. In addition, the task force, through your office, will make arrangements with KUAC for the broadcast of the in-service training segments.

Funds for the development of the teacher in-service programs will be identified and obtained by the task force. However, we will need the assistance of your staff in utilizing the Juneau production of the programs. However, our relationship with KUAC will be coordinated with your office, so that our efforts will in no way interfere with the work you have subcontracted to KUAC

Finally, we will participate with your office in the evaluation of the Alaska ATS-6 satellite. I understand that the teacher in-service component will be evaluated, along with the total experiment, by an independent evaluator under contract with your office.

I have assigned Ms. Marilou Madden to serve as liaison with your office both on the teacher in-service component and the total educational experiment.

She will remain in contact with you and your staff throughout the duration of the project.

TEACHER IN-SERVICE TRAINING ADVISORY COMMITTEE

Department of Education - Juneau

Marilou Madden, Special Assistant to the Commissioner

Frank Nelson, Research and Planning

Eula Ruby, Right to Read Supervisor

Dick Luther, Elementary Education Supervisor

Vern Williams, Assistant Director of Educational Programs

Rosalee Walker, Early Childhood Education

Larry Schutt, Federal Programs Section

Alaska State-Operated School System - Anchorage

Dick Bower, Director of Research and Planning

Martha Steckman, Reading and Language Development Supervisor

NEA-Alaska - Juneau

Robert Van Houte, Executive Secretary

Bureau of Indian Affairs

Lillian Walker, Juneau office

ATS-VI Teacher In-Service Training Experiment

Major Content Area: Reading

Training will focus on strengthening teacher skills in the sub-areas of:

Diagnosis
Instructional Program Design
Instructional Program Management

Training will utilize the following instructional procedures:

Presentation
Practice
Evaluation

Training will incorporate the use of the following instructional media: (each Medium may be used in either active or passive mode)

Live television (satellite delivery)
Canned video tape (mail delivery)
Print materials
Audio communication (satellite, phone, radio-phone)

Procedure:

Task force will identify teacher skills within each of the sub-content areas. Information on present teacher attainment for each identified skill will be culled from experience with R to R summer workshops and the state student assessment training.

Those skills in which a demonstrated teacher deficiency exists will be targeted in the ATS-VI project.

Instructional units will be built around one skill or related group of skills. In general, each instructional unit will be comprised of

1) presentation of unit concept

2) teacher in-service practice of skill(s) presented

3) evaluation of teacher performance of skill(s).

Anyone of the four media outlined above might be utilized, usually in a passive mode, for presentation of the concept for each unit. However, because of the nature of the ATS-VI experiment, it is anticipated that presentation will be generally handled by live television (satellite delivery) at least for the 17 test sites. For the 17 sites, the presentation may be followed by an interactive discussion between sites and the central transmit unit.

Practice of presented skills will utilize any of the 4 targeted media in an active mode. That is, material to be transmitted by video, print or audio--will be structured to call for individual teacher action or response.

Evaluation of teacher attainment of specified skill(s) levels will also utilize one or more media in an active mode.

The initial 5 programs will focus on skills necessary for diagnosis of individual student reading attainment. After presentation of the concepts and demonstration of targeted skill(s), written and/or audio/audio video taped material will be available at each site for use by individual teachers for skill practice. A part of the written/taped materials will be completed by the teacher and submitted to the project staff as evidence of skill attainment.

If teacher skill levels in individual student diagnosis reach to prescribed levels upon completion of the first 5 weeks of the in-service program, the second 5 weeks of the program will deal with principles and skills for designing instructional programs around identified student learner reading needs. The 5 in-service units in this set will generally follow the procedure outlined above, i.e. presentation, practice and evaluation.

However, if teacher attainment levels of the skill prescribed for the first set of programs--i.e., diagnosis--have not been met, programs 6...n will be revamped. A different mix of instructional procedures, media and modes may need to be developed if unit objectives are to be met.

After successful completion of the first two instructional sets--i.e., diagnosis and instructional program design, the next series of 10 live satellite programs will focus on synthesis. Using the interactive capability of the satellite, the central transmission site will monitor an open techniques and materials exchange between in-service participants. Again, real-time satellite transmission will be supplemented by mail and telephone contact and materials exchange.

The fourth set of instructional programs (i.e., program 20-29) will focus on instructional program management. Drawing upon skills acquired in the first two program sets, and on the materials and techniques exchanged in the third program set, the instructional units in the 4th set will outline skills and procedures to be used for efficient management of the participating sites' reading programs. This program set will be directed at site administrators as well as site teachers. Again, the procedure of presentation, practice and evaluation will generally be followed, using a variety of media in both passive and active modes.

The final ~~3~~ 2 programs of the series will be used for evaluation of the procedures, materials and media utilized for the series as a whole. It is anticipated that the final ~~three~~ two programs will utilize real time satellite interactive audio transmission, supplemented by printed material.

Task Force Assignments:

1. Identify necessary teacher skills within each program set
2. Prioritize skills based a) on importance to successful conduction of each sub-area and b) on identified participant need for upgrading
3. On basis of skill analysis, develop objective for each program or unit--as stated in terms of expected teacher behaviors.
4. Identify appropriate instructional procedure for each objective
5. Identify media and mode appropriate for each step in instructional procedure
6. Identify existing visual and/or audio visual material appropriate to each program segment.
7. Identify types of materials which must be produced
8. Identify resource talent for televised program segments
9. Develop criteria for supplemental print or taped materials
10. Develop criteria for evaluation of teacher skill attainment

Program Producer Responsibilities:

1. Assist task force in identifying existing and needed audio visual and/or visual materials
2. Prepare script for each program around program objective(s) selected by task force
3. Produce needed visual materials for televised segment
4. Arrange for delivery of materials and resource talent to Juneau studio
5. Assist GOT production staff in preparing televised segment of program
6. Produce video or audio taped supplementary materials

Interaction Coordinator:

1. Where appropriate, structure questions and materials for interactive segment of program
2. Monitor interaction between program participants

Somebody else:

1. Produce written supplementary materials
2. Get supplementary materials out and back from test sites.

ATS-VI Teacher In-Service Training Component

Potential Program Content:

1. Diagnosis
    - A. Presentation of termonology associated with individualized reading instruction.
    - B. Selection of appropriate student assessment instruments.
    - C. Administration of selected instruments.
    - D. Analysis of student assessment data.
    - E. Special services available for handicapped or learning disabled student
2. Instructional Program Design
    - A. Identification of in-school/in-district resources.
    - B. Selection of materials.
    - C. Selection of media.
    - D. Utilization of time.
    - E. Utilization of space.
    - F. Student grouping stratagies.
    - G. Writing individual instructional stratagies.
    - H. Teacher/learner activities.
3. Program management
    - A. materials management.
    - B. Scheduling.
    - C. Record Keeping.
    - D. Staff interaction.
    - E. Administrative Support
    - F. Community Involvement.

1594

AUTHORITY TO ENTER CONTRACT NEGOTIATIONS

TO: Department of Administration

FROM: Education (Department); Marilou Madden (Name of Writer)

DATE: July 30, 1974

(This form must be executed prior to entering negotiations regarding personal services contracts, or negotiated contracts for other services, materials or goods, or construction, when the contract amount is for $1,000.00 or more in an annual period.)

It is the intent of the Department of Education to negotiate a contract for the total amount of $ 6,000 for the period August 1, 1974 to October 31, 1974. The contract may be described as follows: (check appropriate blank)

(X) 1. Personal services contracts
2. Negotiated contracts as follows:
( ) (a) goods or materials contracts
( ) (b) construction contracts
( ) (c) services contracts which may not be considered "personal services"

The contract is for the accomplishment of the following purpose(s): Design, script and produce a series of 32 one-half television programs directed at training teachers in the area of reading instruction for broadcast over the ATS-VI satellite.

We intend to negotiate with the following persons or firms, listed in order of our preference:

1. Aaron Productions, 603 E. 4th Street, Juneau
2.
3.
4.

The concurrence of the Department of Administration is sought so that we may proceed to conclude the above contract.

CONCUR:

W. R.

Department of Administration

Date: 8/1/74

The Contractor shall:

1. Design, script, and produce 5-15 minute televised programs for Teacher In-Service Training by September 12, 1974, under the direction of the Department of Education Task Force for Teacher In-Service Training.

2. Design, script, and produce an additional 5-15 minute televised programs by October 31, 1974, under the direction of the Task Force and utilizing feedback information from training participants.

3. Design procedures for using interaction capability of satellite to conduct ten 30-minute programs in teacher exchange.

4. Direct the production of graphic materials needed for the first 20 televised programs.

5. Secure pre-prepared audio and audio/visual materials needed for broadcasts.

6. Outline scripts for final 10 In-Service Programs.

The Department shall:

1. Provide necessary support staff for conduct of above activities.

2. Provide limited graphic art capabilities.

[illegible]. Suggest and purchase, upon recommendation by producer, pre-prepared materials necessary for broadcasts.

4. Enter into an agreement with the Office of Telecommunications, Office of the Governor, for use of the television production studio, staff and equipment operated by the Office of Telecommunications.

August 23, 1974

Dear Teacher:

We are in the process of producing a teacher in-service training series which will be aired over the ATS-6 satellite beginning September 19. The unique part of the ATS-6 program and hopefully of the series will be our attempt to include teacher input and feedback as a major influence in directing and shaping the programs. To augment this we are at this point asking for suggestions from you as to specific areas you would like to see treated in the course of the series as well as suggestions as to the most effective format for the programs to take.

At this point we have narrowed the focus of the series to in-service training in the area of reading although this is to be taken in its broadest sense and can include areas such as classroom behavior, use of teacher aids, motivation, and other areas that influence the teaching of reading. Within this area what are the specific subjects you would like included?

Because of the shortness in length of broadcast and response time (30 minutes a week total) we are concerned that much significant feedback will be cutoff. For this reason we are proposing, in addition to direct feedback, that teachers either tape or video tape responses to the material presented and send it to us. If you have ideas on how we could best implement responses, please let us know. Along these lines, and this is perhaps something you can begin thinking of now, we are requesting that each participating school produce a program of some kind which will be submitted to us for possible inclusion as a program in the series. The program can be either slides and audio tape or video tape, and should speak to some specific approach or technique you have found effective in teaching reading in Alaska. Don't worry about technical roughness or lack of finished polish as this is not the point, but rather the possible use of this program series as a clearing house of information and techniques specifically relevant to teaching in Alaska.

We will look forward to hearing from you and welcome questions or suggestions on any elements as yet unfound in the teacher in-service training series.

Sincerely,

Ralph Liddle, Producer

REC'D JUL 15 1974

FIRST MEETING

ALASKA NATIVE MAGAZINE MEETING

July 1, 1974

PRESENT:
Charles Northrip
Rex Taylor
Myron Tisdel
Paul Hartman
Don Upham
Bob Cowan
Steve Smith
Dave Conyer
Lino Barril
Martin Strand
Ronald Mallot
Fred Notti
Archie Gottschalk
Dave Geesin
Geoff Kennedy
Nancy Smoyer

Rex Taylor opened with a review of the ATS-6 project and its personnel: Dr. Charles Northrip - Director; Rex Taylor - Education Experiment Manager; Lino Barril - Utilization Manager; Ted McIntire - Technical Manager. The objective is to involve the people at local levels through instructional series to be presented in 18 villages in the area of the "footprint." The meetings of the other Consumer Committees were described. The philosophy of Alaska Native Magazine was described as an attempt to get ideas from people as to what they want to see and develop programming accordingly. The air time of Alaska Native Magazine is one hour every Tuesday (ADT) from 7 to 8. Concern was raised about Native participation in the feed-back portion of the programs. Lino Barril indicated that the utilization person in each village will be responsible for relaying and hopefully encouraging this participation. Questions were raised about the Experi~~ence~~ments of Opportunity, a half hour a week of satellite time open to use by any group who can make up a program.

Program subject ideas were brought up and discussed. Fred Notti suggested that a movie be shown in the villages before the programs to promote interest.

Format suggestion was presented of a 15-20 minute report from the Producer/Reporter to be followed by live interaction with people in the studio and the villages. Committee members questioned whether the villagers would accept this approach. To counter possible alienation of villagers, committee members suggested pre-prepared programs which are not overly "slick" and avoidance of "bureaucratic" language. Ron suggested using old Native leaders as narrators.

The list of candidates for Producer/Reporter was given to committee members for their opinions and in-put. Other possible candidates were suggested: Ted Valley of Yakutat suggested by Ron; Margie Bauman with the Tundra Times suggested by Fred; George Charles suggested by Fred.

Programs were discussed again. Fred brought up that the programs should show what can be done, not just what is happening; i.e. a positive rather than negative approach. After extended discussion of topics, the group arrived at the following list:

1. Native Profiles - Natives presented who have achieved political prominence or excellence in arts and other fields.

2. Human and Civil Rights - how to cope in a bureaucratic society, using laws to benefit yourself.

3. Native Land Claims - up-date rather than just rehash.

4. Pipeline Impact - show what has happened and how to cope.

5. Fisheries - state regulations; Archie suggested use of film, "There Are No More Fish" (Bristol Bay Area Development Corp.)

6. Revenue Sharing - how to get money under it

7. Environmental Protection/ Resource Utilization

8. Consumer Information/Protection

9. Cultural Programs - Eskimo Olympics, dances, village elders, etc.

10. Urban vs. Rural Life

11. Co-op Education

12. "How to..." - apply for college, make use of available services.

13. State Educational Responsibilities

14. Native/Non-Native Cooperation

15. State News - reports from regions, highlight community pride.

16. Accident Prevention

17. Liberalization of Native Women

It was brought up that there will be educational and promotional programming on the purpose and use of ATS-6 for one week before actual programming begins in order to familiarize the teachers and villagers with the project.

Questions were raised concerning the station's liabilities under the Fairness Doctrine. Charlie Northrip briefly reviewed the concept of the Fairness Doctrine, i.e. the necessity to seek opposing views of points presented on programs. Bob Cowan indicated that he would send a copy of the FCC Fairness Doctrine Primer to committee members.

There was continuing discussion about programming subjects. It was suggested that the function of the host should be in part to handle free-for-all debates and challenge panelist. It was mentioned that there should be incorporated in the early part of each program a status report of questions raised by the villagers in preceeding programs.

The First Program was discussed. Various ideas were presented: to offer a mixture of subjects; the committee be in the studio for live feed-back; offer "shopping list" of programs at end. It was determined that the First Program should include:

1. Native Profile
2. Native/Non-Native Cooperation
3. State News
4. Rights vs. Responsibilities

The programs for the following five weeks will be:

2. Rights vs. Responsibilities
3. Native/Non-Native Cooperation
4. Environmental Protection
5. Fisheries
6. Consumer Information Protection

The question of whether the interaction should be all in one section or interspersed through the program was brought up. It was questioned whether the village speaker should be indentified or remain anonymous; decided that it should be optional. It was suggested and accepted that a Native profile and State News will be in all programs. The title of the series, "Alaska Native Magazine," was discussed and accepted.

The languages to be used in the program were discussed. It was decided that English and three Native languages be used; Yupik, Tlingit, and Athabascan - the Athabascan dialect to be chosen by a group of experts. The Native Profiles and legends are to be done in the language of the speaker.

The next meeting of the Committee will be Friday, August 9, in Anchorage, Juneau, or Fairbanks - to be determined at a later date.

[illegible]

Consumer Committee Meeting

August 12, 1974
9:30 AM to 4:30 PM
Wood Center, U. of A., Fairbanks

Attending:

Ron Mallotte, AFN
Martin Strand, Sealaska
Dr. Doris Williams
Lino Barril, ex officio, OT
Bill Fredson (for Melvin Charlie) Tanana Chiefs Conf.
Dr. Charles Northrip, OT
Rex Taylor, OT
Jackie Butler, KUAC
Moses Wassilie
Bob Cowan
Mark Badger
Paul Hartman

(Claude Diementieff, Steve Smith, Dave Conyer, Geoff Kennedy, all visited at one time or another)

Discussions:

-on the possibilities of political programming
-on the Rights vs Responsibilities program theme
-on the processes of preparation for filming trips
-on the Native/Non-Native Cooperation program theme
-on the problems in locating translators
-on the processes involved in the interaction portions
-on the status of antenna installation
-on contacts available to the film team in villages
-on the advisability of staying three days in filming si
-on the problems and alternatives to using film release form
-on the producer/reporter's outline for the first progra (the theme of Change and transition)
-on the camera and microphone techniques in the Minto film
-on possible subjects for Profiles
-on the use of featurettes as pad material
-on the Environmental Protection program theme
-on the Fisheries program theme
-on the Consumer Information/Protection program theme
-on Subsistence hunting/fishing as a program theme
-on State News as a program component
-on the Land Claims College

Majority Decisions and Requests:

1. That the publicity brochure presented by the ANM staff be approved in concept.

2. That the pace of the programs in the ANM series can and should be "slower".

3. That various features of the series, including the live interaction process, be viewed as experimental (i.e. "See what happens the first show, then change it and try again!")

4. That copies of all publicity materials be forwarded to OT for NIE.

5. That OT (and the CC) should be notified if the staff desires to make substantive departures from decisions made at consumer committee meetings.

6. That the film crew should not go into villages with to set an idea of how the subjects should be treated (i.e. "Don't decide beforehand what to get.")

7. That the film-release problem should be solved by acquiring one (preferably more) of the following:
   a. a blanket release from the village council president.

   b. an oral release from an interviewee, on audio tape

   c. an oral release, recorded on sound-on-film.

8. That the ANM staff may have journalistic freedom to use program titles other than the subject-titles listed by the consumer committee.

9. That "Fisheries" may be dropped back to program #8 or so, to allow another, more timely subject (such as subsistence hunting) into the first six programs.

10. That "Fisheries" as a program theme should not be expanded in one program to include "Subsistence Hunting."

11. That "bureaucrat-ese" should be avoided, and that straightforward language be used.

12. That Profiles may be produced on both "successful" and "common people" natives.

13. That the news portion of the programs may include village, state or national news of a "soft" nature.

14. That the first show of the series may be much as the producer/reporter had outlined, with the provisions that the Change theme be dropped, and an emphasis be placed on previews of coming program

15. That the next five programs, in no specific order, should deal with:

    a. Rights vs. Responsibilities

    b. Native/Non-Native Cooperation

    c. Environmental Protection

    d. Consumer Information/Protection

    e. A substitute for Fisheries, if desired

16. That the logo designed by Moses Wassilie was satisfactory.

[illegible]
Producer, ANM

IDEA AND CONTENT NOTES FOR FIRST SHOW

ALASKA NATIVE MAGAZINE

Documentary 1. MAJOR THEME: CHANGE AND TRANSITION FOR ALASKA'S NATIVE PEOPLES.

Role of Alaska Native Magazine: To communicate to the village people in our footprint area these changes as they happen, to document and record the processes by which change is occuring, and to film individuals (Native) involved in the change...by so doing, to inform, educate, and entertain.

FACT: Alaska's Native peoples are as varied as peoples anywhere on the face of the earth. They are NOT a stereotype. They are, first of all, either Eskimo, Indian, Aleut, or Tshimshian, each unique in its characteristics. Alaska Natives make up close to one-fifth the total population of the state, approximately 60,000 individual Native persons.

There are no fewer than five major Native languages spoken throughout the state and all language groups share a cultural and historical background unlike any other.

Alaska Native peoples are of many ages, many levels and kinds of education, experiences, opportunities, inclinations, interests. It is a miracle of humankind that each individual born into this world possesses qualities that are his or hers alone but nevertheless, are intricately connected with lineage, with ancestors, with his or her own human family.

Within the lifetime of Native people living today, the old of the villages, changes of mammoth proportions and irrevocable significance have occurred. The harsh climate and the remoteness of Alaska made it the last "frontier" to be invaded by the white man, and living Natives in 1974 will speak of the first white man to come to Tanana, or to Kiana, or to Atka.

Possibility of tape of someone like Peter John, Charlie Mayo, or Andrew Isaac telling of such an incident. Use [illegible]

Voice-over of a young person to contrast with the older, talking about the fact that they cannot speak their own language, that they did not learn the old ways but were sent to a white-oriented boarding school such as Mt. Edgecumbe. Interview several young Natives to get a fitting response... Ask questions like:

DO YOU SPEAK ATHABASCAN? (TLINGIT, YUPIK, ETC.)

DO YOU WISH YOU COULD?

DO YOU WISH THAT THINGS HAD NEVER CHANGED, THAT THEY WERE LIKE THE OLD DAYS BEFORE THE WHITE MAN?

CAN YOU IMAGINE WHAT YOUR LIFE WOULD BE LIKE IF THAT WERE THE CASE?

DO YOU STILL THINK OF YOUR IDENTITY AS A NATIVE, OR DO YOU THINK ONE DAY IN SOME FUTURE TIME, ALL THAT WE THINK OF AS "NATIVE" WILL BE LOST?

Our key question for this first show will be:

→ WHAT DO YOU THINK IS THE BIGGEST CHANGE ALASKA NATIVE PEOPLE ARE SEEING NOW, TODAY?

Ask this question of a variety of people everywhere we go. Then lead into further discussion with:

DO YOU THINK THESE CHANGES ARE GOOD OR BAD?

HOW HAS ANGOON CHANGED? (OR MINTO, OR SLEETMUTE?)

HAS IT CHANGED IN YOUR LIFETIME?

WHICH DO YOU THINK WAS BETTER: THE WAY YOUR GRANDFATHER AND GRANDMOTHER LIVED OR THE WAY IT IS NOW?

WILL THE VILLAGES EVER DIE OUT? DO YOU THINK ALASKA NATIVES ARE ALL GOING TO BECOME CITY PEOPLE, BECOME JUST LIKE THE WHITE MAN?

Our documentary can be put together out of the answers we get. To show and demonstrate the contrast, we could try for a very stylized still shot of old photos interspersed with its opposite today, stopping each new sequence with a freeze frame and fading it to the same sepia brown.

PROFILES

2. For our first profiles, we could take two people from the same family, two generations...grandfather and grandson, or grandmother and grandaughter. Profile each one with the same integrity. The result is bound to illustrate our theme.

OPENER OR FEATURETTE

3. I am thinking of the dog sled vs. the snow machine and/or the motorcycle; the hand-made beaded moccasins vs. the Native girl in J.C. Penny's trying on the latest platform shoes; the old woman in Nenana smoking fish by the riverbank vs. the young woman buying her meat at Safeway or Market Basket; the Native man on a fish wheel vs. the Native man on the pipeline job.

We want to show that the new has NOT replaced the old everywhere by any means, that in 1974, many traditional ways of doing things are alive and will or that new tools, new machines, are not necessarily a detriment to a Native lifestyle. Barrow Eskimo men use walkie-talkies between spotters and boats. Details of this from Guy Okakok. Or use other examples of: Yes, I use a snow machine to run my trapline because it's faster, the animals are more widely spread nowadays, etc...

PANEL DISCUSSION

4.. SUB-THEME: COPING WITH CHANGE

This is a take-off on Fred Notti's suggestion: Show the Native people ways to cope with this change, to shape the change and control it, to make an OPTION and not an inevitabi

Following the mini-documentary, have our Consumer Committee, our first on-show panel, discuss impromptu with Moses leading the subject of change. Set a desired time-frame for this warm-up, then open the show up for viewer interconnect.

wrap-up

5. End the first show with a Preview of Shows to Come with Moses giving our viewers strong encouragement to contribute ideas for future shows.

ending...
PREVIEW OF SHOWS TO COME

Show segments of films we will have shot between now and September 1-10 on our key issues: Native Land Claims and Corporations, New Roles for Native Women, The Crisis in Native Housing, The New Native Politician, Subsistence Hunting Controversy, etc. This final collage will be assembled out of the best materials we have shot on our field trips, but highlighted as to major themes for future shows...

ALASKA NATIVE MAGAZINE C. C. MEETING

DATE: October 9, 1974
9:00 am to 12:00 pm

PRESENT:
Ron Mallott
Martin Strand
Doris Williams
Kris Lentsch
Molly McCammon
Moses Wassilie
Mark Badger
Paul Hartman
Cowlan (AID)
Foote (AID)

DECISIONS:

1. by and large to ignore the election on Nov. 5 show.

2. authorized us to ask viewer response on the proposal to drop New Year's Eve program.and to offer an entirely pre-produced program on Christmas Eve (to explain the proposal at first and say "We'll poll you at the end of the program."

3. (tentatively) to hold the next meeting on November 13. Lino will check.

4. to use the following topics for programs 7 - 9:
   - a. Education (including Survival School)
   - b. Land Claims
   - c. Health Care

5. to space segments throughout the show (vs. one 12 - 15 minute doc.)(informal agreement)

6. Programs should be "statewide" rather than localized. Use several different sites as examples of each individual topic.

7. As long as our presentations are factual and fair ("both sides"), we should not be afraid of controversy - "tell it like it is."

CONSUMER COMMITTEE MEETING - NOVEMBER 13, 1974

Betty - should have focused on one thing at a time (in relation to Tuesday's show), too broad a subject, indicate to people more of what future shows will contain - perhaps for the entire month

Lino - feedback from villages says too much on Minto; show should be combination of cultural, political and entertainment; on the show, should ask people to write questions, comments, suggestions

Betty - maybe have a section each week of person on street interviews on the night's topic

Ideas for features

use of libraries
poetry readings w/music backgrounds
women in various fields

Future shows

transportation
winter food gathering
dog races (Iditarod)

Next consumer committee meeting Dec. 18 in Anchorage

~~ANM staff meeting - Monday, 9 a.m., to plan land claims & health shows, & finalize education show~~

Notes from Molly (I believe)
(of our staff) from the
11-13-74 ANM-CC meeting.

Mtg (Tama's) notes.

Minutes "Alaska Native Magazine"Consumer Committee meeting 12/18/74 Anchorage

DECISIONS

1. At Bill Fredson's suggestion a chairman was selected. Ron Mallott nominated Martin Strand; no other nominations were provided after two calls, and Martin was elected by acclamation.

2. It was decided to authorize 3 experimental programs as outlined by Mo and the staff, that is, to let the Alaska Native Magazine staff go into several different villages and ask villagers themselves what they would like to see discussed on television, and then to film within their villages and others items of interest named by those villagers.

(Thursday)

3. The consumer committee wanted Bonnie to be asked if she would open up interaction for questions on the news following her readings. Then if there were questions she could, a) answer them, b) ask one of the villages if they had the answer, or c) offer to bring an answer back next week. If Bonnie would be uncomfortable with theis procedure, it was the consumer committee's feeling it should not be adopted.

4. It was decided to adopt the 3 topics left from our last consumer committee meeting which we could remember - dog races, winter life, and transportation. [These 3 plus the 3 "mini-experimental" programs plus the oil development program made a total of seven topics assigned at this consumer committee meeting.]

5. It was decided to hold the next consumer committee meeting in Anchorage according to the following schedule: on Tuesday, February 18th the consumer committee, OT, and a KUAC representative would meet in the AFN conference room from 1:00 until 5:00 pm to view tapes of prior ANMs, and would reconvene at the hospital for 7:00 to 8:00 pm to watch the live telecast that evening. On Wednesday, February 19th from 9:00 to 5:00 pm the entire consumer committee would meet with the ANM staff for the normal consumer committee meeting.

DISCUSSIONS/PROCEDURES

(Wednesday)

A. Viewed most of ANM #7 - Education.
B. Election of chairman and short recess.
C. Discussion on Yakutat trip with Kris and Richard.
D. Discussion on staff's need for topics in advance so a trip doesn't have a month straight "wake" of film.
E. Discussion on possible contacts (including Ron's sister) in Yakutat.
F. Discussion on flexibility. Ron reminded the ANM staff that it does have flexibility in attack on the topics assigned as long as the staff notifies the consumer committee that their trips have changed the approach.
G. A long discussion on how to stimulate interaction. Ron suggested Mo ask for interaction more often and also to show the address more often on the screen. (Refer to decision on interaction.) All agreed on the need for public relations and publicity: fliers,

brochures and posters. The problems in getting PR out (lack of personnel and lead time) were also explored. Martin suggested giving consumer committee members as much notice as possible so that they could help get the word out. Mo suggested that an advance man be sent to villages prior to film trips.

H. Major discussion on the format. Mo advocated trying another way of viewer definition: to go into villages and find the problems as they (the villagers) see them. That is, to have a 60 minute program which features 3 villages with 3 major problems. (Refer to decision on mini-experiments.)

I. Bill Fredson suggested that the staff help him use his $19,000 in travel money this next month.

(Thursday)

J. Lino Barrill handed out copies of his letter of December 17th to me and to the consumer committee members. (There was no discussion at this point of the letter.)

K. Another pipeline program was suggested. Ron said "If they're that interested, we ought to give it to them again. We never expected to be the Know-it-alls - they're the consumers out in the villages. Martin suggested showing a bit of the pipeline interaction from the last program at the beginning of the next pipeline program to get it going again. Martin also mentioned again how he wished that a list of prior programs had been issued to the consumer committee before they came. There had been discussion the day before about the need for agendas and minutes.

L. Possible future programs were listed as per the attached matrix.

M. It was suggested that during the news segment tanker traffic be covered.

N. Ron asked if numbers 11, 12 and 13 in Lino's list of topics from the first consumer committee meeting shouldn't have been put together as a single topic.

O. We viewed the last half of ANM number 11.

P. Another date and time was set for the next consumer committee meetin

Q. Lino asked the consumer committee itself to stay for him to meet with privately a few moments.

UTIL. AIDE
REPORT

ANM CONSUMER COMMITTEE MEETING: ANCHORAGE, MARCH 12 & 13, 1975

Attending:
Grace Bender
Vivian James
Pam Brooks
Stella Hamilton
Rex Taylor
Lino Barril
Myron Tisdel
Paul Hartman
Martin Strand
Doris Williams
Ron Mallott
Betty Katchatag
Molly McCammon
Kris Lentsch
Nancy Smoyer
Moses Wassilie

The Utilization Aides reported on their sites. Pam Brooks from Valdez said there was usually zero attendance mainly because they had cable TV. She said she had publicized the programs and about 10 people came for the Limited Entry program. Grace Bender from Aniak said the attendance started out well with about 75 people but fell off due to bingo that night and now only 1 or 2 come. The people got bored with the subjects and wanted more entertainment. She switches between the English and translation on the set. Stella Hamilton from Allakaket said that quite a few people come - 45 children, 30 to 60 adults - although they don't always watch the program. They are tired of interviews; they enjoy seeing different life styles, dog races. The people don't understand enough English to follow the interviews. Vivian James from Angoon said the attendance at first was 30 to 40 people, but has dropped off to 0 to 7. Having the TV set at the school was one problem, and she suggested the town hall would be a better location. (People find the school a "foreign" and "authoritarian" place, and it is also located some distance from the village, down a long, unlit road.)

Everyone agreed that the set needs to be more informal and less studio-like.

Publicity was discussed. Grace suggested using the "Bush Pipeline" for free advertising. Also "Tundra Topics" could be used. KUAC can contact the villages which will appear that night ahead of time. Also, a schedule of the upcoming programs can be sent to the utilization aides.

Input from utilization aides is needed. It was strongly suggested that they send weekly reports to ANM through Lino, and they agreed.

They would like to see more of crafts, dancing, slides of other villages, beauty pageant at Mt. Edgecomb, sports, kids, scenery, profiles (both of exceptional and normal people), AFN Youth Convention. Music backgrounds were enjoyed. In the voice-overs it was suggested that a picture of the person speaking be inserted in a corner to encourage questions.

The most recent ANM program was viewed until the tape broke.

Martin opened the afternoon session by suggesting (and all generally agreed) that more diversity, humor, music and variety was needed. The ANM staff was specifically released from sticking to one topic, or even tying the whole program together thematically. Assigned topics should be presented for as long as interestingly possible, then the hour should be filled out with good (unassigned) features.

Discussion on interaction followed. Various problems were: the guests move on too quickly to other subjects before the people have time to ask questions; people don't like pressing the button; some teachers inhibit villagers from responding; technology prevents hearing your own village's questions. Suggestions were; host should repeat questions, and might prepare the villages to answer a question (possibly before the program starts.)

Ron conveyed Claude Demientieff's concern over the lack of Native involvement and influence in the project and on the consumer committee. Lino agreed that next time the utilization aides would be the consumer committee to voice more direct feedback from the villages.

Subjects for future programs were discussed. (See attached chart.)

1. No Meets the Puppets
2. Changing Face of Alaska
3. Native Arts Festival
4. College Life
5. Whaling
6. Native Women

Discussion of the future of ANM followed. Lino said that one suggestion from Roger Lang would be that training for Native cinematographers and researchers be included. Myron said we need to know if there is interest in continuing it, probably on cassettes, and what program format should be used. Rex questioned who would be the prime contractor. Ron said regional corporations couldn't be because they lean too much toward their own region, and that AFN-ANF was the logical choice. He promised to get representatives from both organizations together soon to discuss the matter.

January 16, 1974

Mr, Hartford N. Gunn, Jr.
President
Public Broadcasting Service
485 L'Enfant Plaza West, SW
Washington, D.C. 20024

Dear Hartford:

In May of last year I spoke with members of your staff (Dan Wells, John Ball, Bob Mott, Brooks Leffler) about the use of PBS programming in the Alaska ATS-F experiment, scheduled to begin sometime after the ATS-F satellite is launched in April of this year. The tentative conclusion at that time was that PBS programs could be used for transmission to Alaska and rebroadcast on public stations in the State via the satellite.

At long last the Governor's Office of Telecommunications has a firm contract from the National Institute of Education to operate the ATS-F experiment in Alaska. We are now in the process of making firm plans for the utilization of the satellite during the period it will be available to us, prior to being moved to India in June of 1975.

I would like to be able to discuss with you, or your staff, the fall program plans of PBS. I anticipate that after launch it will take most of the summer of this year to check out the satellite and the associated ground systems and to make ready for actual experimental operations. Topics to be explored would be titles and numbers of programs that would be available for transmisison via ATS-F to Alaska during the times when the ATS-F beams are directed toward Alaska, the system arrangements necessary to get PBS programs to an ATS-F uplink station in the Lower 48 (either Denver, Colorado or Seattle, Washington), and types of programs that would make the most sense for a satellite experiment (probably timely programs that are not usually available to non-interconnected stations).

Even though tentative agreement was reached last spring that PBS programs could be used for our experimental purposes, this letter is a formal request for PBS participation in the Alaska ATS-F experiment. I'm looking forward to an early opportunity for discussion of the above issues.

Cordially,

Charles M. Northrip
Satellite Experiment
Coordinator
Office of Telecommunications

January 16, 1974

Mr. Lee C. Frischknecht
President
National Public Radio
2025 M Street, NW
Washington, D.C. 20036

Dear Lee:

In May of last year I spoke with you about the use of NPR programming in the Alaska ATS-F experiment, scheduled to begin sometime after the ATS-F satellite is launched in April of this year. The tentative conclusion at that time was that NPR programs could be used for transmission to Alaska and rebroadcast on public stations in the State via the satellite.

At long last the Governor's Office of Telecommunications has a firm contract from the National Institute of Education to operate the ATS-F experiment in Alaska. We are now in the process of making firm plans for the utilization of the satellite during the period it will be available to us, prior to being moved to India in June of 1975.

I would like to be able to discuss with you, or your staff, the fall program plans of NPR. I anticipate that after launch it will take most of the summer of this year to check out the satellite and the associated ground systems and to make ready for actual experimental operations. Topics to be explored would be titles and numbers of programs that would be available for transmission via ATS-F to Alaska during the times when the ATS-F beams are directed toward Alaska, the system arrangements necessary to get NPR programs to an ATS-F uplink station in the Lower 48 (either Denver, Colorado or Seattle, Washington), and types of programs that would make the most sense for a satellite experiment (probably timely programs that are not usually available to non-interconnected stations and/or stereophonic programs not capable of transmission over normal network lines).

Even though tentative agreement was reached last spring that NPR programs could be used for our experimental purposes, this letter is a formal request for NPR participation in the Alaska ATS-F experiment. I'm looking forward to an early opportunity for discussion of the above issues.

Cordially,

Charles M. Northrip
Satellite Experiment
Coordinator
Office of Telecommunications

STATE OF ALASKA

WILLIAM A. EGAN, GOVERNOR

OFFICE OF THE GOVERNOR

OFFICE OF TELECOMMUNICATIONS / POUCH AC – JUNEAU 99801

May 21, 1974

SENT TO THOSE ON THE ATTACHED LIST.

Enclosure: ATS-F Summary

Dear :

I would like to invite your agency to consider participation in the Alaska ATS-F Health/Education Telecommunications (HET) Experiment. The Office of Telecommunications, Office of the Governor, is coordinating the Alaska use of NASA's ATS-F satellite, which will be launched in June of this year. Actual experimentation is scheduled to begin the following September and last until May of 1975.

The bulk of time available for educational use in Alaska will be utilized to broadcast instructional television programs into rural Alaskan schools and communities. The Indian Health Service and the Washington, Alaska, Montana, Idaho (WAMI) medical consortium also are allotted time in Alaska. Enclosed you will find a summary of the educational experiment's development and progress to date.

At the present time, there is a possibility that a 35-minute block of time on Thursday afternoon will be available to interested Alaska experimenters. The possible open time is from 4:40 to 5:15 PM (Pacific Daylight Time). There will be approximately 32 of these half-hour blocks during the experiment.

Only locations with ATS-F ground stations will be able to receive communications via the satellite. In the enclosed summary is a list of the nineteen towns and villages that will have such equipment. During the time period available Ft. Yukon will not be operable, as it will be out of the satellite's "footprint."

As described in the summary, the ATS-F satellite will utilize a high power transponder, and the large dish antenna will produce an extremely concentrated beam. This decreases the size of the ATS-F footprint but allows the use of small, relatively inexpensive earth terminals.

The satellite will be able to relay color television and up to four channels of high-quality voice. However, the ground stations will be able to receive only one channel of audio at any given time.

In each of the village sites there will be a color television set (or possibly two) at the local school. There is a small possibility that there will be a third set in the village, in a community center or some such building. At locations where there are television stations, Alaska Educational Broadcasting Commission mini-TV transmitters, or local cable TV companies, the ATS-F programs will be available for general distribution. The local television outlet will only have to provide some means of delivering the signal from the ATS-F receiver to its own facility.

The ATS-F system is designed as a "party line." Anyone who turns on their receiver will be able to view what is being broadcast from one of the four transmit locations. The system could be used for point-to-point transmission (for example: from Juneau to Anchorage or Fairbanks) or for transmission from one point to many simultaneously.

In addition to the audio and video receive capability of each site, and the video and audio transmit and receive capability of Fairbanks, Juneau, Tanana, and Galena (via ATS-F), each site will also be able to transmit audio only via another NASA satellite, ATS-I.

Another possibility that exists is transmission from the Lower 48 to one or all of the Alaska locations. The master control center for the ATS-F HET Experiment is in Denver, Colorado. If an experimenter could arrange for program material to be delivered to Denver (either physically or electronically) such material could then be broadcast to Alaska via ATS-F. This material could, of course, be color video and audio as in the Alaska system. It would also be possible to broadcast from Alaska to Denver and thence, via long lines, to anywhere in the U.S. Any cost above the actual satellite link would, of course, have to be borne by the experimenter.

Similarly, all production costs and the cost of delivery of material to the transmit location would have to be borne by your agency, should you decide to participate. The actual use of the satellite and ground terminal equipment would be free of charge.

It would not be necessary for any one agency to commit itself for the entire 32 half-hours available. Rather, the Office of Telecommunications would prefer several short series by different potential satellite users, or even single programs or exchanges. We hope that as many agencies as possible can avail themselves of this opportunity to experiment with the potential uses of satellite telecommunications.

Once again, I recommend to you the enclosed summary as a source of information about both the technical capabilities of ATS-F and some of the different possible uses of this satellite as a medium of communication.

If your agency is interested in conducting experiments using the ATS-F satellite, or would like more information regarding its possibilities, please indicate your interest to me by June 3, 1974. Bear in mind that funding for these experiments will have to be borne by the individual user. The Office of Telecommunications will provide coordination and management of the use of the satellite for NASA. NASA is providing the circuits and time free of charge.

I am looking forward to hearing from you as we approach the launch of this exciting opportunity in communications experimentation for Alaska.

Sincerely,

Charles M. Northrip
Satellite Experiment Coordinator
Office of Telecommunications

Enclosure

ALASKA

WILLIAM A. EGAN, GOVERNOR

OFFICE OF THE GOVERNOR

OFFICE OF TELECOMMUNICATIONS / POUCH AC – JUNEAU 99801

June 26, 1974

SENT TO THE ATTACHED LIST.

Dear :

Thank you for expressing your interest in participating in the Alaska ATS-6 HET experiment. We are pleased with the kind of response our initial letter has generated. We hope that all of the agencies who have expressed an interest will have an opportunity to become involved.

ATS-F was launched May 30 and performed almost flawlessly in attaining orbit and deploying its 30 foot antenna. At some point during launch, in keeping with NASA's system of numerology, ATS-F became ATS-6. Reports from Goddard Space Flight Center indicate that ATS-6 is operating, as planned, and all transmit systems function.

Plans call for Alaska programming to commence on September 13, with the first "Experiment of Opportunity" being broadcast on September 19.

Prior to our allocating the time available, we need your agency to submit a proposal to the Office of Telecommunications outlining your program and identifying the dates you desire. We should receive your proposal by July 12.

Our desire is not to cause you an undue amount of work, however, there are certain questions regarding your proposal that we will need answered to be able to evaluate the applications.

Though not necessarily an outline for your document, this information should be included in your proposal:

I. Objective, program goal or experimental focus of program or series.

II. Working title of program or series.

III. Number of program segments requested, length of program segments planned, and preferred dates.

IV. Description of program content.

V. Description of target audience.

(Unless your agency has plans of making a special effort to gather a specific audience at certain points, your viewship will consist of elementary school pupils in seventeen of sites listed in the enclosures.)

VI. List of sites to be activated.

VII. Plans, if needed, to organize and reach a target audience different from the standard ATS-6 viewing group.

VIII. Description of program source.
  A. Pre-produced "packaged" material
  B. Material to be produced

IX. Description of In-Alaska Production needs, if any.

(The Office of Telecommunications will have a small, two camera, color Television studio in Juneau. It will be available for Experimenters of Opportunity but will cost approximately $50.00 per studio hour. This is based not on the length of finished product but amount of time necessary to produce a program. The figure does not include video-tape or materials but does include a production crew. The studio will have film chain, one inch helical, and three-quarter inch video cassette capability. There are, of course, other facilities in the State. KUAC-TV in Fairbanks is markedly more expensive and the commercial studios vary greatly in quality. Any pre-produced material or material produced at other Alaskan production centers must be screened by the Office of Telecommunications to insure technical compatability with the ATS-6 system. Programs may be broadcast on tape or live from either Fairbanks or Juneau.)

X. Outline of intended evaluation effort, if any.
  A. Description of types of data needed to evaluate effort
  B. Particular focus or area of needed information to be met by evaluation

XI. Description of organizational base. (Number and type of organizations/institutions/entities involved in your program.)

I hope to hear from you soon, and I am looking forward to seeing your proposal. With the prospect of an operational satellite system before us, I hope this experiment can begin to mobilize a planning effort in order to effectively utilize future systems.

If I or my staff can be of any assistance to you in preparing your proposal please feel free to contact me.

Sincerely,

Charles M. Northrip
Satellite Experiment Coordinator

Enclosure

EXPERIMENTS OF OPPORTUNITY CALENDAR

AND INFORMATION SHEET

The Experiment of Opportunity's time block is on Thursday afternoons. It is planned to last thirty to thirty-five minutes. It runs from 2:35pm to 3:10pm, Alaska Daylight Time (Anchorage, Fairbanks, Interior and Kuskokwim sites) or 3:35pm to 4:10pm Yukon Daylight Time (Yakutat) or 4:35pm to 5:15pm Pacific Daylight Time (Juneau and Southeast Alaska sites). There will be thirty-one of these Thursday blocks throughout the experiment. The calendar below gives the dates available.

Sept. 19 #1	Sept. 26 #2	Oct. 3 #3	Oct. 10 #4	Oct. 17 #5	Oct. 24 #6	Oct. 31 #7
Nov. 7 #8	Nov. 14 #9	Nov. 21 #10	Nov. 28 Thanksgiving Holiday	Dec. 5 #11	Dec. 12 #12	Dec. 19 #13
Dec. 26 Christmas Vacation	Jan. 2 #14	Jan. 9 #15	Jan. 16 #16	Jan. 23 #17	Jan. 30 #18	Feb. 6 #19
Feb. 13 #20	Feb. 20 #21	Feb. 27 #22	Mar. 6 Spring Vacation	Mar. 13 #23	Mar. 20 #24	Mar. 27 #25
Apr. 3 #26	Apr. 10 #27	Apr. 17 #28	Apr. 24 #29	May 1 #30	May 8 #31	May 15 No Bird. Gone to India

August 2, 1974

Richard B. Engen, Director
Division of Libraries
Department of Education
Pouch G
Juneau, Alaska 99801

Dear Dick:

I am happy to inform you that the Alaska State Library's request for seventeen segments of the ATS-6 "Experiments of Opportunity" has been approved. We are also relatively sure at this time that the specific dates requested for your segments of September 26, October 10, November 7, December 5, December 19, January 2, January 16, January 30, February 13, February 27, March 13, March 27, April 10, April 24, and May 8 can also be granted.

We look forward to close cooperation with the State Library in carrying out this exciting addition to the Alaska ATS-6 effort.

Cordially,

Charles M. Northrip
Office of Telecommunications

cc: C.L. Buck

BRIEF PROGRAM DESCRIPTION

THIRTY ALASKANS REPRESENTING COMMUNITY LIBRARIES, SCHOOL LIBRARIES, TRUSTEES AND VOLUNTEERS ARE PARTICIPATING IN A UNIQUE TRAINING EXPERIMENT.

SEVERAL OF THE PARTICIPANTS WHO PREVIOUSLY HAD LIMITED ACCESS TO EDUCATIONAL PROGRAMS, BECAUSE OF THEIR REMOTE LOCATION, NOW RECEIVE TRAINING WITHIN THEIR OWN COMMUNITIES. THE KEY IS THE ATS-6 SATELLITE WHICH HAS COLOR VIDEO CAPACITY PLUS TWO-WAY VOICE TRANSMISSION. TWICE MONTHLY, STUDENTS LIVING WITHIN THE SATELLITE "FOOTPRINT" VIEW THE BROADCASTS AND INTERACT WITH THE TRAINING COORDINATOR AND PROGRAM GUESTS. STUDENTS LIVING OUTSIDE THE "FOOTPRINT" RECEIVE VIDEO OR AUDIO CASSETTES OF THE BROADCASTS, AND THEREFORE DO NOT PARTICIPATE IN LIVE INTERACTION.

THE FOUNDATION FOR THE TRAINING IS A BASIC CORRESPONDENCE COURSE ON PUBLIC LIBRARY SERVICE. THE COURSE IS DESIGNED TO BE PARTICULARLY USEFUL TO SMALL COMMUNITIES, AND WHEN COMBINED WITH THE VIDEO PROGRAMS, IS ENRICHED TO PROVIDE FOR SOME OF THE UNIQUELY "ALASKAN" LIBRARY SITUATIONS.

THE THIRD ELEMENT IN THE PROJECT PROVIDES FOR PERIODIC WORKSHOPS WHERE STUDENTS GATHER TO DISCUSS THEIR COURSE, AND THEIR OWN LIBRARY OPERATIONS. THE FIRST ORIENTATION WORKSHOP BROUGHT ALL THE STUDENTS TOGETHER, WHERE THEY HAD A CHANCE TO MEET THE PROJECT COORDINATOR AND THE CORRESPONDENCE COURSE INSTRUCTOR. ADDITITIONAL WORKSHOPS TO BE HELD REGIONALLY THROUGHOUT THE STATE WILL FEATURE PROBLEM SOLVING AT THE LOCAL LIBRARY LEVEL AND DEMONSTRATIONS OF PUBLIC SERVICES.

Project goals

1. THIRTY COMMUNITY LIBRARIANS WITHOUT ACCESS TO FORMAL LIBRARY EDUCATION PROGRAMS TRAINED IN BASIC CONCEPTS OF LIBRARY SERVICE BY JULY 1975.
2. PROVIDE EVALUATIVE DATA ON THE EFFECTIVENESS OF A TRAINING PROGRAM WHICH SUPPLEMENTS REGULAR CORRESPONDENCE STUDY WITH ENRICHMENT WORKSHOPS AND TWO-WAY RADIO/TV PROGRAMMING ON THE ATS-6 SATELLITE.

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evaluation

BUILDING UPON EXISTING KNOWLEDGE OF THE USE OF CORRESPONDENCE COURSES IN LIBRARY TRAINING, THIS PROJECT WILL EVALUATE THE FOLLOWING SIX AREAS:

A. IMPACT OF THE TRAINING PROGRAM ON COMMUNITY LIBRARY SERVICE.

B. IMPACT ON PARTICIPANTS (INCREASED JOB SATISFACTION, INTEREST TO TAKE ADDITIONAL COURSES.)

C. EFFECTIVENESS OF TWO-WAY TV AND RADIO AS TRAINING AID FOR ADULT PART TIME STUDENTS IN ISOLATED AREAS.

D. EFFECTIVENESS OF PERIODIC WORKSHOPS AS A DEVICE TO MODIFY DROPOUT RATE IN CORRESPONDENCE COURSES.

E. USEFULNESS OF THE CORRESPONDENCE COURSE AS A TRAINING TECHNIQUE IN ALASKA, AS COMPARED WITH OTHER FORMS OF TRAINING.

F. USEFULNESS OF APPLYING ON-GOING MODIFICATIONS, ENRICHMENTS OF A TRADITIONAL LIBRARY SERVICES COURSE TO MEET SPECIFIC NEEDS OF A GEOGRAPHICALLY ISOLATED STATE.

August 2, 1974

Ronald C. Mallot
Health Planning Specialist
Alaska Federation of Natives
1675 "C" Street
Anchorage, Alaska 99501

Dear Ron:

I am happy to inform you that AFN's proposal for the broadcast of certain segments during ATS-6 "Experiments of Opportunity" time has been tentatively approved.

I cannot at this time provide you with specific dates or a specific total number of segments that will be available to your organization. I believe we will be able to provide between 6 and 12 such segments.

It also occurs to us that your agency might want to use the "Experiments of Opportunity" times that may fall on school holidays so that adults can be assembled in the school building for programs pertaining to them from AFN.

I would appreciate receiving from you specific program outlines or topics and a definite number of programs that you would like to use during "Experiments of Opportunity." It would also be helpful to have a bit more detail on the experimental outcomes AFN expects from this effort.

We look forward to working with AFN in bringing to fruition this exciting addition to the Alaska ATS-6 project.

Cordially,

Charles M. Northrip
Satellite Experiment Coordinator

cc: C.L. Buck

"POLITALK"

A Pilot Project Utilizing
The ATS-6 Telecommunications Satellite

Sponsored By

Dept. of Community & Regional Affairs
Alaska Division of State Economic Opportunity

Alaska is currently taking part in a NASA satellite experiment covering 19 locations in the state.

Educational and health experiments have been taking place since July 1974. The satellite will move to India May 15, 1975.

Time has been made available to the Alaska Division of State Economic Opportunity for the following project. The show will be one-half hour in length for a fifteen week duration commencing Thursday, February 6, and ending Thursday, May 15.

This has provided us with a unique opportunity to utilize a communications satellite for a project that will respond to the growing cry for more public awareness of the political process. It can demonstrate how, through efficient communications, people can overcome the vast distances and transportation problems and interact through modern communications tools. We intend to utilize this capability in furtherance of our Citizens Participation Committee Program (CPC).

The locations are primarily rural Alaskan villages (see attached list). The people from these villages have had little opportunity to experience the political process, and have had virtually no communication with the legislature. To increase their awareness of the political processes, and to increase the exposure of their representatives is to give villagers more direct control over their future in this state.

The program has two professional moderators. The moderators review the weekly events and interview invited guests (primarily legislators). Specials will be shown explaining the development of legislation and the workings of the capitol.

In overview the shows will cover three major areas. The first shows will deal with what the legislature is and how it operates. The second session will deal with legislation currently being presented and discussed within the legislature and the implications of this legislation upon the viewers. The final segment will summarize and evaluate the legislative session and its various implications.

One of the most exciting possibilities of the ATS-6 is the possibility for interaction with the viewers. The satellite has two-way communication capabilities which are utilized during the program. Viewers at the ATS-6 sites can call directly during the course of the program with questions, and have them answered immediately. The program is offered at no charge to interested commercial stations as a public service.

Through a link-up with the University of Alaska and Fairbanks the program is translated into Upik and Athapascan in addition to English. This is simultaneous translation received over separate channels.

A stiffring production committee from the Division of State Economic Opportunity works directly with the producer of the show in developing the overall program content. Special emphasis is based on how the legislature works with rural low income groups and how they can utilize the tools of the legislature to their best advantage.

This project, although limited in scope, should direct the efforts for a more complete legislative coverage in the future. The vast distances, and moderate incomes of many Alaskans precludes their participation in the legislature. Hopefully this small project will attempt to direct solutions to some of those problems.

BUDGET

Studio Time @ $50 per hour	$750.00
Production Costs	$1000.00
Misc. (Mail, Secretarial, etc.)	$500.00
	$2250.00

js cr

UNIVERSITY OF ALASKA

Memorandum of Understanding

For: Holly Bruggeman and Larry Talbert

From: Paul Hartman Date: 21 June, 1974

In order to provide more concrete guidelines than we have in the past, the following is offered as specification of the maximum talent we can afford to provide at present for the Health Education series in the ATS-6 Project. These are substantially the same guidelines as we agreed to informally on Tuesday, June 18, in Juneau.

1. KUAC expects to provide the following continuing characters for Right On!'s thirty-two programs:
   Millie the Health Aide, the human character;
   Rex Moose, puppet and voice;
   Charlie Beaver, puppet and voice;
   Germ, puppet and voice.

All but Germ are expected to be major characters, that is they will appear in half or more of each program. Germ is expected to be a minor character, appearing in fewer and shorter segments than the other three.

2. KUAC expects to provide as many as four different voices for Puppet 1 or Puppet 2 in any single program. That is, Puppet 1 might have two different voices, and Puppet 2 might have two different voices, or some other combination might be utilized, up to a total of four different voices. None of those four may be for continuing characters, and care should be exercised in specifically creating new characters for each program. That is not to say that any given character might not appear more than once in a single program, however. Furthermore, should scripts be completed in advance of milestone charts, and should prior arrangements have been made, it may be possible to pre-tape as many as six to ten "skit/vignettes" (depending on length) with single characterizations for Puppets 1 and 2. If these were included in a number of different programs later, those characterizations could be "continuing."

3. KUAC expects to provide bit players for non-continuing characters on an occasional basis, contingent on approval granted prior to design and scripting. KUAC will be likely to approve use of such bit players only in programs which are not expected to use the full allotment of voices for Puppets 1 and 2.

We refer you also to our heretofore oral agreements to limit to four the number of characters (human and/or puppet) which may appear on set at any given time. We had also agreed to limit the number of puppets in any given scene to two.

I urge you to ask if there is any question about our ability to produce effects and situations which you create. We promise to try. I hope you realize it was a difficult thing to have to restrain you and ask you to revise your early designs to exclude Dr. Good. Budget restrictions on creative people are a most unhappy fact of life.

cc: Rex Taylor, Norm Hamilton, Myron Tisdel.

Tal's corresp

UNIVERSITY OF ALASKA

Memorandum of Understanding

For: Bernadine Featherly and Rowena Currington

From: Paul Hartman PH Date: 27 June, 1974

In order to provide more concrete guidelines than we have in the past, the following is offered as specification of the maximum talent we can afford to provide at present for the Basic Oral Language Development series in the ATS-6 Project. These are substantially the same guidelines as we agreed to Monday and Tuesday of this week.

1. KUAC expects to provide the following continuing characters for the thirty-two programs in the Amy and the Astros series:
   - Amy, a human character
   - TORA, puppet and voice
   - ZEON, puppet and voice
   - ROD-DOD, puppet and voice
   - LITTLE YELLOW FELLOW, puppet only (Amy will handle this puppet on camera)

2. KUAC expects to provide, contingent on the availability of such talent in Fairbanks, three slapstick performers, probably female, for use in as many as eleven "skit/vignettes" each of which may be approximately one minute long. Scripts for all such skit/vignettes must be available (approved by both designer and producer-director) for videotaping by August 1, in order that all may be videotaped at once for future editing into different programs.

3. KUAC may provide bit players for non-continuing characters on an occasional basis, contingent upon approval granted prior to design and scripting. Approval will be granted whenever budgets, talent availability, and production schedules will allow; and the more advanced the request from designer/scriptwriter, the more likely the approval.

We refer you also to our heretofore oral agreements to limit to four the number of characters (human and/or puppet) which may appear on the set at any given time. We had also agreed to limit to three the number of puppets active in any given scene.

I urge you to ask if you have any questions about our ability to produce effects and situations which you envision. I promise we will try. I hope you know that it was difficult to have to restrain you from using four Astro-kids, and in general to have to impose these kinds of limitations. Budget restrictions on creative people are a most unhappy fact of life. Maybe someday . . . .

cc: Rex Taylor, Norm Hamilton, Myron Tisdel

PLEASE REPLY BY AIRMAIL

July 8, 1974

Paul Hartman
KUAC T.V.
University of Alaska
Fairbanks, Alaska 99701

Dear Paul:

This letter is intended as clarification of one sent you on June 28, 1974 in which you were notified that no further in-studio production of Early Childhood Education or Basic Oral Language Development should be undertaken.

A copy of a letter from C.L. Buck to Dr. Lawrence Grayson is enclosed for your information. That letter indicates that we are authorizing the University of Alaska to proceed with script writing and set construction for BOLD. I assume that this go ahead will allow the University to proceed as near to the point of actual in-studio production for BOLD as possible.

Cordially,

Charles M. Northrip
Satellite Experiment Coordinator

Enclosure

ATS-6. CANNED HEALTH PROGRAMS

Program #	Title	Supplier	Format Supplied	Length	Disposition
2	"Inside Me"	GPN	Tape	14:36	QKK-- QDOH
4	"Taking Care of Business	Bread & Butterflies	Tape	14:45	QKK-- QDOH (B
6	"Eyes & Lenses"	Ripples	Tape	14:13	KK-- QDOH (B
8	"Ears, Structure & Care"	Coronet	Film		FR (B
10	"You Belong"	Inside/Out	Tape	14:40	QKK-- QDOH (B
12	"Frostbite & Snowblindness"	Sterling	Film	12:00	FR (B
14	"Microbes & Their Control"	BFA	Film		FR (B
16	"Checkup"	Ripples	Tape	14:25	QKK-- QDOH (B
18	"Infectious Diseases"	Coronet	Film	15:00	FR (B
20**	"Eat, Drink & Be"	National Mulch	Film	13:10	FR (B
22**	"Variety is the Spice"	National Mulch	Film	13:10	FR (B
24	"Showdown at Sweet Rock Gulch"	Am. Dental Assoc.	Film		FR (B
26	"Teeth Are For Life"	Am. Dental Assoc.	Film	15:00	FR (B
28	"Because It's Fun"	Inside/Out	Tape		QKK-- QDOH (B
30	"No One Like Me"	GPN	Tape	14:33	QKK-- QDOH (B
32	"How Will I Grow Up"	Inside/Out	Tape		QKK-- QDOH (B
34	"When I Grow Up"	GPN	Tape	14:39	QKK-- QDOH
36	"The Brainsters"	GPN	Tape		QKK-- QDOH (B
38	"The Feeling Finders"	GPN	Tape	14:30	QKK-- QDOH (B
40	"First Cigarette"	BFA	Film		FR (B
42	"Alcohol The First Decision"	BFA	Film		FR (B
44	"Home Sweet Home"	Inside/Out	Tape		QKK-- QDOH (B
46	"Decisions, Decisions"	Bread & Butterflies	Tape		QKK-- QDOH (B
48	"How It Used To Be"	Ripples	Tape		QKK-- QDOH
50	"But Names Will Never Hurt"	Inside/Out	Tape		QKK-- QDOH
52	"It's Everywhere"	GPN	Tape	14:34	QKK-- QDOH
54	"I Dare You"	Inside/Out	Tape		QKK-- QDOH
56	"A Sense of Joy"	Inside/Out	Tape		QKK-- QDOH
58	"Chance To Save a Life"	Boy Scouts	Film	14:13	FR
60	"Going To the Hospital"	Ripples	Tape	14:35	QKK-- QDOH
62	"Jobs in the City"	Centron Ed. Film	Film	13:47	FR
64	"The Me Tomorrow"	GPN	Tape	14:31	QKK-- QDOH

**Programs were not used.

Disposition Legend

QDOH = Quad was dubbed out of house; tape purchas
OT or KUAC, dubbing paid by OT or KUAC.

(B) = Quad has been bulk-erased.
QKK = Quad kept at KUAC after being bulked
FR = Film returned after dubbing to quad
OR = Quad returned after dubbing or transmi

MEMORANDUM State of Alaska

Paul Hartman
KUAC TV
U. of Alaska
Fairbanks, Alaska

DATE: December 10, 1974

FILE NO:

TELEPHONE NO:

FROM:
Rex Taylor
Education Experiment Manager

SUBJECT: Erasure of video-taped mental health material.

Please erase the mental health programs as soon as possible after they are transmitted over the satellite. Most of them are one-show only but the transmission schedule should be checked to be sure that there are no additional showings planned.

The National Mulch programs (#20 and #22) are to be erased at your earliest convenience even though they have not been used.

Please submit to our office in writing that the erasures have been made and the date that they were accomplished.

MEMO; To those interested

The following is a summary of my observations at the Field Test for lessons 1 & 2 of Health Education in Fairbanks on August 27, 1974.

The approximate 8 children attending ranged in ages from 3-13. Once everyone was gathered and ready to watch I introduced the shows as merely something put together at the University that might be seen in the schools this year, and that we wanted to see if children would like these shows. I purposefully did not imply what the subject matter of the shows would be.

Upon completion of the first show (Lesson #1) I asked the children various questions and their responses are indicated:

1. Would you like to see a show like this in school?
YES

2. What kind of animals came to see the lady?
MOOSE BEAVER

3. What were the names of the two animals?
REX CHARLIE

4. What was the lady's name?
MINNIE MILLIE (most children didn't know the answer)

5. What is Millie"s job?
(children did not know here job title of Health Aide. They only knew that it had something to do with "health")

6. Why did Rex and Charlie go to see Millie?
HEALTH CHARLIE'S TAIL (children were unclear as to reason)

7. How did Charlie hurt his tail?
TREE FELL ON IT IN THE WOODS

8. What kind of race was in the show?
SNOWMOBILE

9. How did the winner win?
HEALTH HEALTHY

10. How many kinds of health did you learn about?
FOUR

11. What were the 4 kinds of health?
SOCIAL MENIAL(MENTAL) (students did not recall emotional and physical)

12. What is the snowmobile winner going to buy everyone?
ICE CREAM CONE (all children knew this)

13. What did Rex sing a song about?
SKELETON

14. What is a skeleton?
BONES LIKE FISH BONES

While observing the children during their watching the first lesson I noticed that the very youngest lost attention after 5 minutes. The older ones were very attentive......especially during the segments involving Puppets 1 & 2. The older children occasionally smiled or laughed during appropriate parts of the lesson. The use of music, color, and graphics revived their attention

---

Children were interested in seeing another show. We showed Lesson #3 on Personal Hygiene. Following this lesson I asked the children the list of questions:

1. What habits does Rex have?
EATING SLEEPING EXCERCISE (forgot washing)

2. WHAT IS CHARLIE READING?
BOOK HABTTS HEALTH BOOK

3. Did Rex do something stupid?
(no response)

4. What happened to Rex?
HE GOT INTO THE TRASH GARBAGE

5. Millie tells Rex he has something on him. What does Rex have on himself that he can't see?
GERMS

6. How does Millie say Rex can get rid of his germs?
WASHING SOAP AND WATER

7. Who does the guy in the woods bump into?
GERM

8. Why doesn't Germ like the guy in the woods?
HE'S CLEAN

Informal discussion idicated the children like the villainous Germ, they like Rex and Charlie, and especially like the funniness or silliness of Puppets 1 & 2. They don't seem to like Millie......or apparently feel she doesn't add much to the show. They knew the lessons were all about health. They learn about health in school, but would rather see these shows.

Holly Bruggeman

Northwest
Regional
Educational
Laboratory

ALASKA TELECOMMUNICATIONS PROJECT
519 West Eighth Avenue · Suite 205
Anchorage, Alaska 99501 · Telephone (907) 274-1639

REC'D SEP 1 6 1974

September 12, 1974

O.K by me
Cowan

Mr. Robert Cowan
KUAC Television
University of Alaska
Fairbanks, Alaska 99701

Dear Bob:

We in Anchorage are not trying to take over your directing job; far from it. I for one have consistently advocated that we in Anchorage must not attempt to do everything; that we must trust our colleagues in Fairbanks to do their thing and do it well.

We have been talking about the scripts for B.O.L.D. These are our observations.

1. In the Health series the dialogue is a vehicle for carrying the message. In the B.O.L.D. series the dialogue is the message. The manner in which the dialogue is presented is all important.

2. In Health the main human character, Millie, again is a means to an end--simply an information giver. Amy, on the other hand, is a teacher of language. She is doing the actual teaching of the Astro children and from time to time we can see her turning to the camera and saying things directly to the audience. These could be things like, "Let's help Tora. Let's all say ______________."

3. In Health the music and the songs are for enrichment; in B.O.L.D. the songs do much of the teaching. We therefore see Amy teaching the songs almost directly to the children. Any help you can provide Amy about ways songs should be presented to small children would be most helpful, including pitch and timing, etc. Much of the music should be presented inviting children to sing along. Remember, however, that children cannot be expected to learn a song every lesson. Only certain ones will be important and should be designated in the scripts.

4. Much of the dialogue can be beautiful and almost poetic if sensitively presented; timing and voice inflection could be very important for Amy. For example, the following verse could be beautiful and exciting to children or be ridiculous.

   This is a block,
   That is a clock,
   This is a train,
   That is a plane,
   This is a hat,
   That is a cat,
   This is a spoon,
   That is a balloon.

   Here we would see the timing and rhythm very important. With this inflection of the voice indicating contrast between "this" (here) and "that" (over there). We would also see it being read with a definite break in the rhythm before the last line. The camera would keep up the rhythm, but Amy would pause. Every child would, we hope, be on the edge of his chair, waiting for the other shoe to drop and wanting to supply the word, "balloon".

Bob, the reason I'm going into so much detail is that expectations might still be for scripts with catchy story lines and lots of jokes. Again, we have heard from Joe Princiotta that our scripts will be dull and that he could liven them up to interest children. This is simply not true--no more than Dr. Suess is dull or uninteresting.

I hope that Amy can really feel the mood of this program series and help put it across.

Sincerely yours,

Norm

N. K. Hamilton, Director
Division of Curriculum
Development Programs

cc: Paul Hartman
    Rex Taylor

NKH/lb

Northwest
Regional
Educational
Laboratory

ALASKA TELECOMMUNICATIONS PROJECT
519 West Eighth Avenue · Suite 205
Anchorage, Alaska 99501 · Telephone (907) 274-1639

November 25, 1974

Discussion Guide for BOLD Production

Current State: Program Development

COMMITMENTS:

Legal:

To Alaska State Department of Education: to teach BOLD for early childhood education based on the approaches of English as a second language

To the National Institute of Education: to follow the contract plan as submitted for review by national experts in language development

To the Alaska Office of Telecommunications to follow the directives of the Consumer Committee

Moral:

To the Consumer Committee: 1) to keep faith with the designs as presented to them and approved by them.

To educational and media research: to what has been learned about the learning of language skills by young children re: their interests, developmental levels, conceptual processes. (Drama is less effective than modeling, viewer response, or, language experience methods).

2) To produce materials which are interpretive of and supportive of the native cultures; authentic materials well photographed, sensitively presented and interpreted, with no possible interpretation of exploitation.

To the teachers: To present exemplary models of language and music instruction, presented at the interest level of kindergarten and first grade.

Characteristics of the learner (target audience) to whom these programs are addressed:

1) Children of this age are still developing their sense of a time perspective; therefore, we should deal primarily in the present.

2) Children intermix fantasy and reality; consequently, they will not differentiate among the characters as to adult standards for believability.

3) Children do not yet have a well-developed sense of cause and effect; therefore, intricate conflict-resolution need not be used.

4) Children like to learn language and experiment with it; therefore they are interested in rhyme, rhythm and repetition, as found in children's rhymes and games. (see Opie and Opie,

Children's Rhymes and Games, 1957, and Moffett, A Student Centered Language Arts Curriculum, Grades K-13: A Handbook for Teachers, 1968, p. 114).

Improvements observed in recently produced programs for the Basic Oral Language Development series: (Program 7):

1) Camera work:

a) Close-ups are bringing more reality into actions
b) Puppet movements are more realistic
c) Voices for the puppets are more in tune with scripted motions and characterizations
d) Special effects are particularly improved, ie:
--materializing of previously unseen characters
--use of chromakey for presenting artifacts, photographs, additional human characters
--utilizing the video screen in the space ship

2) Acting, delivery and pacing:

a) Program pacing for children's viewing and learning needs is improved
b) Interludes of humor and pantomime are well paced, professionally performed, and filled with humor children appreciate
c) Presentation style, by Amy, for "Think About and Talk About" is paced better for children's comprehending and responding needs, especially when they are expected to respond in sentence patterns.

Note: We realize a need for the Anchorage staff to provide to KUAC some materials which may make production work more easily and efficiently accomplished, ie:
--a listing developed here of language patterns used earlier in the programs which actors may want to use as ad libs or fillers
--Attachments to each script:
a) Page number references within the Teacher's Manual
b) Rationale and explanations about story line or other script characteristics seen as priorities in a particular script
c) The lesson design for each script.
This may aid in making clearer the less visible educational and instructional priorities drawn from our legal and moral commitments to viewers and others.

Suggestions for improvements or changes in production of the Basic Oral Language Development programs

A) Standards for music production

a) Melody must be on key and accompanied by a strong beat
b) Rhythm should be decided by a metronome or strong beat
c) ~~Pacing~~ should be appropriate to primary abilities of children

Tempo

    d) Words sung should be in unison and clearly understandable
    3) Actions and words must coincide

B) Avoid inappropriate uses of native objects and pronunciation of native words by always checking with authority before videotaping.

C) Develop in actors more sensitivity to emphasizing the appreciation of native culture, and the importance of this to the series.

D) Make it a practice to contact Anchorage office before cutting actions, story line, actor's lines and other major script changes in order to reach agreement on priorities for modifications.

E) Begin to include, as scripted, varied ways to include viewing audience in program content via such alternatives as:

    a) Film clips of live native children from available filmed sources, as possible.
    b) Art work of children displayed or utilized as relevant parts of sets, such as hanging on space ship walls (or) behind credit lines that introduce programs (or) as variety viewing for pre-program time "count down"
    c) Ad libs which make use of references to objects or activities out in village classrooms.

F) Assure that language patterns as presented in the script are clearly spoken and accurately presented for modeling by child viewers.

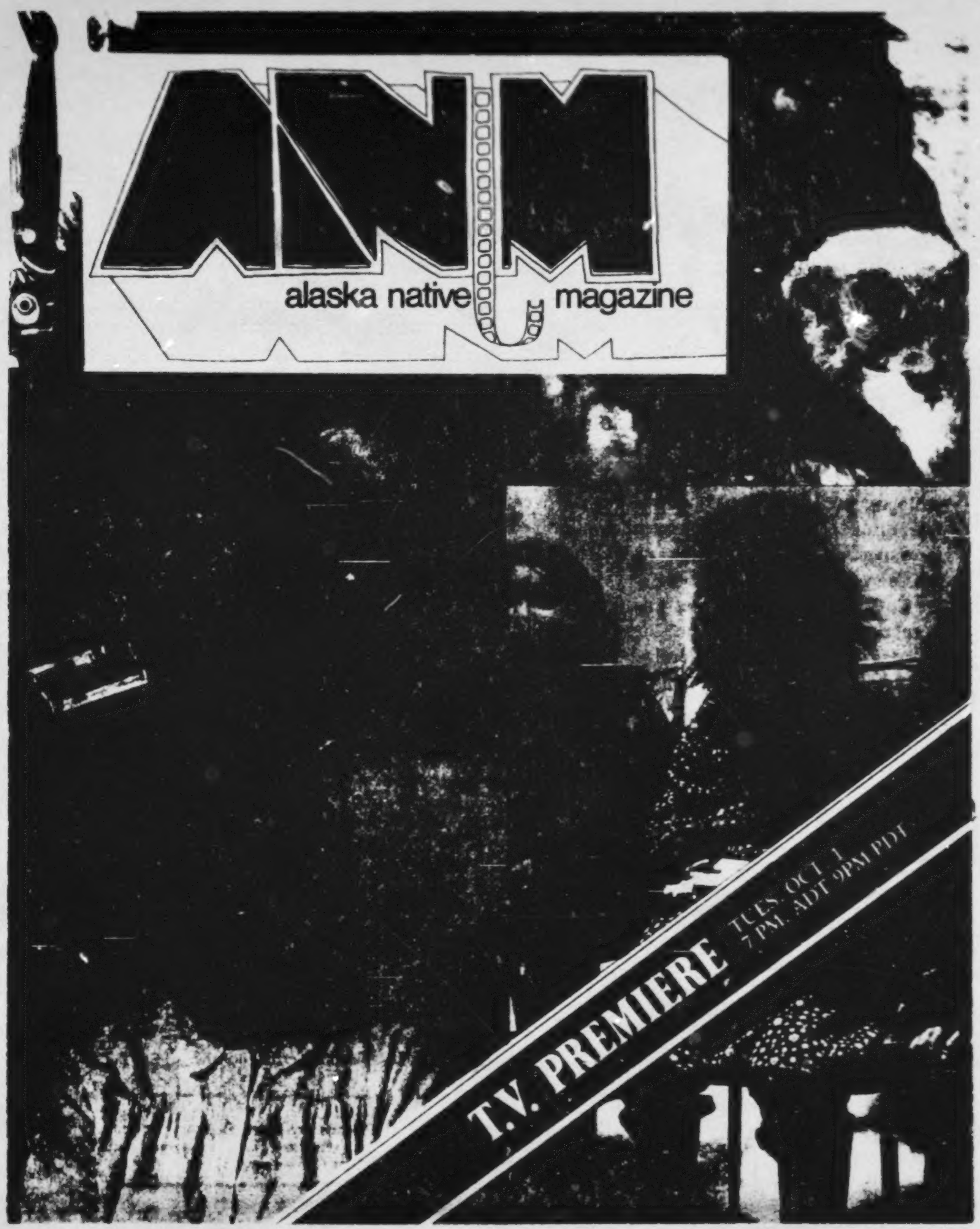
G) In reference to the producer's request for drama, we suggest that producers should expect that:

    1) Programs will be designed to include pictures, songs, activiti and little dramas sprinkled with words, expressions and cultur interpretations recognized by the young rural Alaskan native child as relevant to his educational needs. (see Madsen, The Impact of Film, p. 450).

    2) Program will not be designed as children's theatre but instead will follow Moffett's specifications for children's drama whic he considers "small and isolated episodes linked by simple themes or story lines." (See Moffett, chapter 3.) He includes the following elements in his definition of drama: Sound, pan tomime, movements and speech, utilization of objects and movements to sound or music).

TEACHER IN-SERVICE TRAINING
Program Broadcasts

Date	Program #	Topic
October 10, 1974	1	Introduction to series
October 17	2	Dreikurs #1
October 24	3	Dreikurs #2
October 31	4	Using community resources in the school
November 7	5	Instructional programming orientation
November 14	6	Dreikurs #2 Repeat
November 21	7	Dreikurs #3/discussion
December 5	8	Yakutat Slide Show/"How to produce"
December 12	9	Multi-media education/discussion
December 19	10	Open classroom panel
January 2	11	Dreikurs #4
January 9	12	Open classroom panel
January 16	13	The 19 schools in Stony River
January 23	14	Dreikurs #5
January 30	15	Bake That Bureaucrat/discussion
February 6	16	Rural high schools/discussion
February 13	17	Days of '98: Juneau experiment
February 20	18	Senator Genie Chance/interview
February 27	19	Rural high schools/discussion
March 13	20	Representative "Red" Swanson/interview
March 20	21	Special education/discussion
March 27	22	Bi-lingual and bi-cultural education/ discussion
April 3	23	Representative Susan Sullivan/interview
April 10	24	Women and education/discussion
April 17	25	Women and education/discussion
April 24	26	Commission of Education Marshall Lind/ discussion
May 1	27	ATS-6 Evaluation conference details
May 8	28	Summary


ANM
alaska native magazine
T.V. PREMIERE
TUES. OCT. 1
7 PM. ADT 9PM PDT

The Alaska Native Magazine is an ATS-6 satellite production of KUAC-TV, funded through the Office of the Governor of Alaska, Office of Telecommunications, by the Corporation for Public Broadcasting and the National Institute of Education, Department of Health, Education, and Welfare. The opinions expressed herein do not necessarily reflect the position or policy of the National Institute of Education and no official endorsement by the Institute should be inferred.

A Television Magazine

I am proud to announce the premier of a brand new television program designed by and for the Native peoples of village Alaska, the *Alaska Native Magazine*. In the next ten months, 32 live television shows will be beamed to your village on subjects which you will help select.

Alaska Natives make up close to one-fifth of the total population of the state, yet until very recently they were the 'forgotten population' when it came to communication. There was little telephone service to villages, mail delivery depended on the weather, radio reception was erratic, television was non-existent and newspapers arrived a week or even a month behind the news.

Communication satellites changed that picture. New experiments and new ways to communicate are being tried. In this era of land claims implementation, Native people need more than ever to keep in touch with what is happening–what is happening in the Native corporations, what is happening in the villages, what is happening in government, in oil exploration and development, in game protection. They need to know what is happening to the Native people as Alaska changes and grows.

The *Alaska Native Magazine* will try to keep the Native people informed on these changes, on the issues of today, and on Native people who are in the news and who are making the news. A field crew of reporters and cameramen will travel to the villages to document your problems and your accomplishments. This television magazine will be about you.

In these next months, please call in by satellite during the programs to tell us what you want to see, to criticize us, talk with us, but most of all to share your views and news with us. Invite us to your village to see and film the kinds of things YOU are interested in.

Jacqueline Glasgow Butler, Producer–Reporter

Wassilie appointed A.N.M. host

Moses Wassilie, 28, was born in Nunapitchuk, raised in nearby Kwethluk and graduated from Mt. Edgecumbe High School. He attended the Institute of American Indian Arts in Santa Fe, New Mexico and the University of Alaska at Fairbanks. He is both a musician and an artist.

Mo spent nearly two years with KYUK radio and TV in Bethel, gaining a wide variety of production experience. He was news program director there when he moved to Anchorage to join Calista as communications supervisor.

Our *Alaska Native Magazine* host is married and father of a one-year-old son. Sandy and Leonardo Wassilie joined Mo in Fairbanks this month.

Photos by Mark Badger, Jacqueline Butler, R.A. Emmert, and Mary Clare Langan.

The Alaska People want to know about:

- THEIR LAND
- NATIVE RIGHTS & RESPONSIBILITIES
- EDUCATION OF NATIVE CHILDREN
- THE PIPELINE–IMPACT ON TOMORROW
- NEW ROLES FOR NATIVE WOMEN
- SUBSISTENCE HUNTING–CAN IT SURVIVE?
- NATIVE PEOPLE IN THE SPOTLIGHT
- PRESERVING NATIVE CULTURE

The *Alaska Native Magazine* will report "live" each week on these and other issues affecting the lives of Alaskan Natives. Thirty minutes is set aside each week for you to tell us YOUR views on the issues. CALL TUESDAYS–7 to 8 PM, A.D.T.

Viewer support sought

The *Alaska Native Magazine* will depend on its viewers for direction after the first few programs. In other words, those watching the show will be the ones to say what they want to see. To get the project started, the Governor's Office of Telecommunications invited the regional corporations in the satellite 'footprint' area to appoint members of a consumers committee.

This committee set the guidelines for the first six shows and helped establish the format for the show. The members of that committee are: Melvin Charlie, Tanana Chiefs Conference; Fred Notti, Calista Corporation; Dr. Doris Williams, Cook Inlet Native Association; Martin Strand, Sealaska Corporation; Archie Gottschalk, North Pacific Rim Native Corporation; and Ron Mallot for AFN, Inc.

At their first meeting in July, the committee reviewed the applicants for the producer/reporter and writer/host jobs, and decided on subjects for the first six programs. At their August meeting, they reviewed plans with the new staff, and viewed the first filmed reports.

One theme continually emphasized was the importance of the viewers' role in suggesting topics and calling in during the broadcasts to comment and question. This feature, which will utilize both the ATS-1 and ATS-6 satellites at once, was recognized as unique to the present Alaska Telecommunications experiment.

The committee set its next meeting for September 24, the evening of the first live broadcast. Viewers tuning in that premiere will be able to see and talk with the consumer committee that evening.

ADVISORS FROM THE REGIONAL CORPORATIONS–Left to right, Lino [illegible], Dr. Doris Williams, Martin Strand, Bill Fredson (for Melvin Charlie), Claude Demientieff and Ron Mallot. Not pictured are Fred Notti and Archie Gottschalk.

ANM CREW ON THE GO—The field crew on one leg of a recent twelve day trip to Southeast. Left to right are: Moses Wassilie, writer-host; Mark Badger, cinematographer Jacqueline Butler, producer-reporter; and Bob Cowen, producer-director.

Film crew visits sites

The *Alaska Native Magazine* camera crew visited Minto, Angoon, Petersburg, Kake, Craig, Klawock and Juneau in August, and are planning trips to all other ATS-6 village sites. At each stop, they record on film and tape the physical appearance of the village, talk with residents, and listen to views on the topics suggested by the ANM consumer committee.

The satellite experiment villages are Chuathbaluk, Sleetmute, Nikolai, Minto, Allakaket, Yakutat, Aniak, Craig, McGrath, Nenana, Valdez, Angoon, Petersburg, Galena, Tanana, Juneau, Fairbanks and Anchorage. Fort Yukon is also participating, but in a related medical experiment only.

Alaska satellite experiment preparing five series (160 programs!)

Alaska Native Magazine is one of five TV series which will be beamed by satellite to the eighteen villages and cities in the ATS-6 Experiment in this state. Four will begin transmitting in September according to present plans; the fifth will begin in January. Besides the *Magazine*, KUAC is producing *Right On*!, a health education series; teacher in-service training; *Amy and the Astros*, an oral language series; and an untitled series on early childhood education. Funding for the latter was uncertain at presstime.

We need your help

The *Alaska Native Magazine* wants to cover the issues you want to hear about. We need your suggestions. We want you to call in each week and tell us what YOU think, what you want to see on the show. Talk to us during the feed-back. We'll listen. Send us your ideas.

I would like to see programs on:

___Land Claims
___Native Allotment
___Regional Corporations
___Village Corporation
___Subsistence Hunting
___Bush Justice
___Native Sports
___High School for the Bush
___Revenue Sharing
___Native Arts and Crafts
___Native Culture
___Native People Doing Things
___Health Problems
___The Government

Other:____

ALASKA NATIVE MAGAZINE

Program/Date	Guests	Race	Sex	Profile	News Length	Film/VT Seg	
						No.	Total l
1 Introduction October 8	Ron Mallott Doris Williams Martin Strand	N C N	M F M	Yes George Hamilton	4:15	5	12:37
2 Rights vs. Responsibilities October 15	Gil Gutierrez Sophie Wirth Gutierrez Steve Conn	Sp-Am N C	M F M	No	4:30	3	17:25
3 Native/Non-Native Cooperation October 22	Daphne Gustafson Roger Lang	N N	F M	No	4:50	5	11:40
4 Fisheries October 22	James Brooks James Morrow	C C	M M	No	6:00	2	7:47
5 Consumer Affairs November 5	Stan Howitt Jane Windsor Mike Harper	C C C	M F M	Yes John Sackett		4	13:00
6 Environmental Protection November 12	Max Brewer Bob Weeden	C C	M M	No		3	12:10
7 Education November 19	Dennis Rehder Marshall Lind Martha Teeluk Mitch Demientieff	C C N N	M M F M	No	3:00	6	23:45
8 Land Claims November 26	Laura Bergt	N	F	Yes Howard Rock	4:20	4*	15:40*
9 Health December 3	Ron Mallott Claude Demientieff	N N	M M	No	3:40*	4	16:43
10 Housing December 10	Bob Wilson Bob Loescher	C N	M M	No	5:30	4	9:50

* approximate

Program/Date	Guests	Race	Sex	Profile	News Length	Film/VT Segs	
						No.	Total length
11 Pipeline Impact December 17	Jim Kowalsky Steve Matthews John Sackett	C N N	M M M	No			
12 Christmas Program	None	-	-	No	-		
13 Manpower January 7	Lonnie Thomas Onita Higgins	N N	M F	No		3	
14 Viewer Defined January 14	None	-	-	Yes George Hamilton		3	14:37
15 State of the State January 21	Chancy Croft George Hohman Frank Ferguson Mike Bradner Nels Anderson Brenda Ita Phillip Guy	C C N C N N N	M M M M M F M	No	-	2	7:45 State of the State
16 Limited Entry January 28	Archie Gottschalk (co-host) Charles Stovall Richard Janson Roy Rickey	N C N C	M M M M	No		5	23:10
17 Regional Corporations February 4	Sam Kito John Shively	N C	M M	No	5:30	2	14:25
18 Communications February 11	Howard Rock Lael Morgan	N C	M F	Yes Peter Twitchell	7:20	3	19:38
19 Viewer Defined February 18	Tom Richards John Ullman Claude Demientieff	N C N	M M M	No		4	30:48
20 Transportation February 25	Jim Dodson David Friday Lloyd Pernela	C N C	M M M	No	6:30	3	14:40
21 Sea Mammal Act March 4	Ron Senungetuk Robert Wongatillon	N N	M M	Yes Roger Cuniak	4:09	4	19:51

Program/Date	Guests	Race	Sex	Profile	News Length	Film/VT Segs	
						No	Total len
22 Viewer Defined March 11	Roxie Brooks	C	F	No		4	39:40
23 Offshore Oil March 18	none			No	21:00	2	35:35
24 Winter Life March 25	none			No		4	38:50
25 Dog Racing April 1	George Attla Lena Charley	N N	M F	No			
26 Native Arts Festival April 8	numerous			No	none	7	59:00
27 Mo Meets the Puppets	none			No		-	-
28 Whaling April 22	Guy Okakok	N	M	No	4:40	1	38:00
29 College Life April 29	Emily Brown	N	F	No	8:10	4	28:55
30 Native Women April 29	none			No		2	41:04
31 Changing Faces of Alaska May 13	Poldine Carlo Hannah Slolmon Chris Anderson	N N N	F F M	No		1	50:00 e

REC'D MAY 28 1974

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
NATIONAL INSTITUTE OF EDUCATION
WASHINGTON, D.C. 20208

REC'D MAY 28 1974

MAY 21 1974

Dr. Charles M. Northrip
Satellite Experiment Coordinator
Office of Telecommunications
Office of the Governor
State of Alaska
Pouch A
Juneau, Alaska 99801

Dear Charlie:

This is to reaffirm my November 5, 1973 letter on the need to include in all programs that your project produces the following disclaimer:

> 'This program was produced under a grant from the National Institute of Education. The views expressed do not necessarily reflect those of the National Institute of Education or the U. S. Department of Health, Education, and Welfare.'

This insertion should also appear in excerpts such as video tape selections used for demonstrating the projects products.

In addition, a credit line should also appear within the programs and the sample segments indicating that funding has been provided by the National Institute of Education. If there are any questions please contact me.

Sincerely,

Larry

Lawrence P. Grayson
Program for Productivity
and Technology

[illegible]

Rex & Charlie

F.Y.I. approval

(9-16

Satellite Transmissions: ALASKA NATIVE MAGAZINE

REC'D SEP 2 3 197

TIME/ADT	VIDEO	AUDIO
6:5 :00	Color Bars	Tone
6:57:00	Faces slide/Countdown clock	Music
7:00:00	Satellite Intro, insert: ALASKA ATS-6 HEALTH/EDUCATION TELECOMMUNICATIONS EXPERIMENT	Silent
7:00:30	Standard Intro	Music/Announce
	Program	
7:58:00	Standard Close, inserts: ALASKA NATIVE MAGAZINE • PRODUCED BY KUAC-TV UNIVERSITY OF ALASKA • THIS PROGRAM WAS PRODUCED UNDER FUNDING FROM THE NATIONAL INSTITUTE OF EDUCATION. THE VIEWS EXPRESSED DO NOT NECESSARILY REFLECT THOSE OF THE NATIONAL INSTITUTE OF EDUCATION OR THE U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE. • ADDITIONAL FUNDING FOR THIS PROGRAM ~~ALSO~~ PROVIDED BY THE CORPORATION FOR PUBLIC BROADCASTING. • THE ALASKA ATS-6 TELECOMMUNICATIONS EXPERIMENT AND THE ALASKA ATS-6 SATELLITE NETWORK ARE MANAGED AND OPERATED BY THE OFFICE OF TELE-COMMUNICATIONS, OFFICE OF THE GOVERNOR OF ALASKA. • (H.E.W. SEAL) • (STATE SEAL)	Music/Announce
7:59:00	Black	Silent

[illegible] 1 0 1974
(All credits at head end of programs; tail end will fade to black so duncan may begin interaction portion immediately.)

KUAC Staff: This list is per request from CT.
The Magazine will have one additional (CPB funding) credit, and will drop "title," NWREL, & Princiotta credits.--Paul

DURATION	VIDEO	AUDIO
1:00	Color Bars	Tone
:15	Slate	Audio slate
3:00	Faces slide/countdown clock	Music
:05	Black	Silent
:05	Color matte: 'ALASKA ATS-6 HEALTH/EDUCATION TELECOMMUNICATIONS EXPERIMENT	Silent
:01	Dip to black	Silent
:45	Standard film intro with inserts: RIGHT ON! PROGRAM 3 * "PERSONAL HYGIENE" * PROGRAM DESIGNED BY NORTHWEST REGIONAL EDUCATIONAL LABORATORY * PRODUCED BY KUAC-TV UNIVERSITY OF ALASKA * PUPPETS DESIGNED AND BUILT BY JOSEF PRINCIOTTA * THIS PROGRAM WAS PRODUCED UNDER FUNDING FROM THE NATIONAL INSTITUTE OF EDUCATION. THE VIEWS EXPRESSED DO NOT NECESSARILY REFLECT THOSE OF THE NATIONAL INSTITUTE OF EDUCATION OR THE U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE. * THE ALASKA ATS-6 TELECOMMUNICATIONS EXPERIMENT AND THE ALASKA ATS-6 SATELLITE NETWORK ARE MANAGED AND OPERATED BY THE OFFICE OF TELECOMMUNICATIONS, OFFICE OF THE GOVERNOR OF ALASKA. * (HEW SEAL) * (STATE SEAL)	Intro audio (song)
:01	Dip to black	Silent
20:00	Program Video	Program Audio
	Fade to black	Silent

EQUIPMENT INSTALLATION AND MAINTENANCE

	Fiscal Year 1974		Fiscal Year 1975		Subcontractor 1975		Total	
Salaries								
Technical Manager*	$ 9,500		$ 12,787				$ 22,287	
Installation Supervisor	4,832						4,832	
Maintenance Technician					$ 18,745		18,745	
Radio Operator/Secretary					10,288		10,288	
Subcontract Project Administrator					2,579		2,579	
Part-time help	369				640		1,009	
Sub-total	$ 14,701		$ 12,787		$ 32,252		$ 59,740	
Benefits	2,027		1,682		10,558		14,267	
Total		$ 16,728		$ 14,469		$ 42,810		$ 74,007
Professional Fees								
Installation & Maintenance Supervisor	$ 8,700		$ 20,842				$ 29,542	
Installation Assistants	1,069		17,745				18,814	
Total		9,769		38,587				48,356
Travel								
Inside	$ 12,767		$ 24,192		$ 1,393		$ 38,352	
Outside	796		792				1,588	
Total		13,563		24,984		1,393		39,940
Contractual Services								
Telephone			$ 2,371				$ 2,371	
Freight, rents	$ 2,822		5,787		$ 1,432		10,041	
Building modifications			561		1,703		2,264	
Total		2,822		8,719		3,135		14,676
Supplies (Hardware, tools, lumber)		3,533		3,912		4,711		12,156
Equipment								
Test, installation accessories	$ 13,398		$ 14,619				$ 28,017	
Fairbanks terminal (including microwave)					$ 40,424		40,424	
Total		13,398		14,619		40,424		68,441
Total Direct Costs		$ 59,813		$105,290		$ 92,473		$257,576
Subcontractor Overhead						9,612		9,612
TOTAL COSTS		$ 59,813		$105,290		$102,085		$267,188

* One-half of the Technical Manager's salary is assigned to management costs.

UTILIZATION COSTS

	Fiscal Year 1974		Fiscal Year 1975		Total	
Salaries						
Utilization Manager*	$ 5,186		$ 11,683		$ 16,869	
Benefits	581		1,791		2,372	
Total		$ 5,767		$ 13,474		$ 19,241
Utilization Aide Fees				25,450		25,450
Travel						
Utilization Manager	$ 5,044		$ 5,046		$ 10,090	
Consumer Committees	16,476		14,773		31,249	
Utilization Aides			3,385		3,385	
Total		21,520		23,204		44,724
TOTAL COSTS		$ 27,287		$ 62,128		$ 89,415

* One-half of the utilization manager's salary is assigned to management costs.

INSTRUCTIONAL PROGRAM DESIGN COSTS

Northwest Regional Educational Laboratory Subcontract

Salaries	$ 95,493		
Benefits	15,522		
Total Personnel		$111,015	
Professional Fees		16,306	
Travel		29,082	
Services		20,527	
Supplies		1,479	
Total Direct Costs			$178,409
Subcontractor Overhead			36,516
TOTAL COSTS			$214,925

PRODUCTION COSTS

	KUAC Subcontract		Juneau Studio		Totals	
Salaries						
Production Staff	$168,336				$168,336	
Talent	29,105				29,105	
Crew	25,151				25,151	
Sub-total	$222,592				$222,592	
Benefits & leave allowance	57,975				57,975	
Total		$280,567				$280,567
Professional Fees						
Puppet design & creation	$ 14,440				$ 14,440	
Studio Manager			$ 8,400		8,400	
Crew (Juneau)			12,189		12,189	
Interaction Teachers			6,584		6,584	
Total		14,440		$ 27,173		41,613
Travel		32,008				32,008
Services		54,915		2,391		57,306
Supplies		101,986		15,033		117,019
Equipment		49,153		77,149		126,302
Total Direct Costs		$533,069		$121,746		$654,815
Subcontractor Overhead		53,306				53,306
TOTAL COSTS		$586,375		$121,746		$708,121

PROJECT PLANNING AND MANAGEMENT COSTS

	Fiscal Year 1973		Fiscal Year 1974		Fiscal Year 1975		Total	
Salaries								
Satellite Experiment Coordinator			$ 17,941		$ 39,234		$ 57,175	
Education Experiment Manager			20,407		31,718		52,125	
Technical Manager*			9,500		12,787		22,287	
Utilization Manager**			5,186		11,683		16,869	
Accountant			10,255		15,624		25,879	
Clerical	$ 909		8,819		17,659		27,387	
Sub-total	$ 909		$ 72,108		$128,705		$201,722	
Benefits	60		10,325		16,574		26,959	
Total		$ 969		$ 82,433		$145,279		$228,681
Professional Fees								
Satellite Experiment Coordinator	$ 7,250		$ 13,875				$ 21,125	
Education Experiment Manager	1,900		1,100				3,000	
Program Assistant			7,823		$ 8,400		16,223	
Other	736						736	
Total		9,886		22,798		8,400		41,084
Travel								
Inside	$ 2,747		$ 14,730		$ 12,910		$ 30,387	
Outside	2,830		10,714		5,362		18,906	
Total		5,577		25,444		18,272		49,293
Contractual Services								
Telephone	$ 388		$ 6,000		$ 14,225		$ 20,613	
Rents			11,190		13,767		24,957	
Other (including postage)	97		4,925		3,324		8,346	
Total		485		22,115		31,316		53,916
Supplies (office)		75		2,493		1,538		4,106
Equipment								
Office	$ 4,179		$ 4,459				$ 8,638	
Audio-visual			2,156				2,156	
Total		4,179		6,615				10,794
TOTAL COSTS		$ 21,171		$161,898		$204,805		$387,874

* One-half of the Technical Manager's salary is assigned to equipment installation and maintenance costs.

** One-half of the Utilization Manager's salary is assigned to utilization costs.

CLOSE-OUT ACTIVITIES

Salaries		
Satellite Experiment Coordinator	$ 1,710	
Educational Experiment Manager	6,853	
Technical Manager	5,658	
Utilization Manager	5,457	
Accountant	3,403	
Clerical	3,110	
Sub-total	$26,191	
Benefits	4,166	
Total		$30,357
Professional Fees		
Final Report	$ 9,918	
Program Assistant	1,750	
Total		11,668
Travel		
Inside	$ 1,900	
Outside	2,100	
Evaluation Conference	5,963	
Total		9,963
Contractual Services (includes final report printing and distribution)		29,519
Supplies		1,544
TOTAL COSTS		$83,051

TOTAL PROJECT COSTS BY FUNDING SOURCE

	Alaska Educational Broadcasting Commission		HEW-OS-73-198		Corporation for Public Broadcasting		National Institute of Education		Totals	
Salaries & Benefits										
Management	$ 6,604				$ 12,640		$ 209,437		$ 228,681	
Installation & Maintenance	1,807		$ 61,749		1,738		8,713		74,007	
Utilization					1,696		17,545		19,241	
Design							111,015		111,015	
Production					45,607		234,960		280,567	
Close-out					12,319		18,038		30,357	
Total		$ 8,411		$ 61,749		$ 74,000		$ 599,708		$ 743,868
Professional Fees										
Management	$ 11,786						$ 29,298		$ 41,084	
Installation & Maintenance			$ 48,356						48,356	
Utilization							25,450		25,450	
Design							16,306		16,306	
Production							41,613		41,613	
Close-out					$ 1,750		9,918		11,668	
Total		11,786		48,356		1,750		122,585		184,477
Travel										
Management	$ 6,922						$ 42,371		$ 49,293	
Installation & Maintenance			$ 39,940						39,940	
Utilization					$ 5,045		39,679		44,724	
Design							29,082		29,082	
Production					10,007		22,001		32,008	
Close-out					1,164		8,799		9,963	
Total		6,922		39,940		16,216		141,932		205,010
Contractual Services										
Management	$ 848						$ 53,068		$ 53,916	
Installation & Maintenance			$ 14,676						14,676	
Utilization										
Design							20,527		20,527	
Production					4,512		52,794		57,306	
Close-out			4,594		4,841		20,084		29,519	
Total		848		19,270		9,353		146,473		175,944

TOTAL PROJECT COSTS BY FUNDING SOURCE (Continued)

	Alaska Educational Broadcasting Commission		HEW-OS-73-198		Corporation for Public Broadcasting		National Institute of Education		Totals	
Supplies										
Management	$ 75						$ 4,031		$ 4,106	
Installation & Maintenance			$ 12,156						12,156	
Utilization										
Design							1,479		1,479	
Production					$ 9,503		107,516		117,019	
Close-out					1,419		125		1,544	
Total		75		12,156		10,922		113,151		136,304
Equipment										
Management	$ 4,179						$ 6,615		$ 10,794	
Installation & Maintenance			$ 48,277				20,164		68,441	
Utilization										
Design										
Production							126,302		126,302	
Close-out										
Total		4,179		48,277				153,081		205,537
Total Direct Costs										
Management	$ 30,414				$ 12,640		$ 344,820		$ 387,874	
Installation & Maintenance	1,807		$ 225,154		1,738		28,877		257,576	
Utilization					6,741		82,674		89,415	
Design							178,409		178,409	
Production					69,629		585,186		654,815	
Close-out			4,594		21,493		56,964		83,051	
Totals		$ 32,221		$ 229,748		$ 112,241		$1,276,930		$1,651,140
Subcontractor Overhead										
Installation & Maintenance			$ 9,612						$ 9,612	
Design							$ 36,516		36,516	
Production					$ 2,008		51,298		53,306	
Totals				9,612		2,008		87,814		99,434
Total Costs										
Management	$ 30,414				$ 12,640		$ 344,820		$ 387,874	
Installation & Maintenance	1,807		$ 234,766		1,738		28,877		267,188	
Utilization					6,741		82,674		89,415	
Design							214,925		214,925	
Production					71,637		636,484		708,121	
Close-out			4,594		21,493		56,964		83,051	
GRAND TOTAL		$ 32,221		$ 239,360		$ 114,249		$1,364,744		$1,750,574